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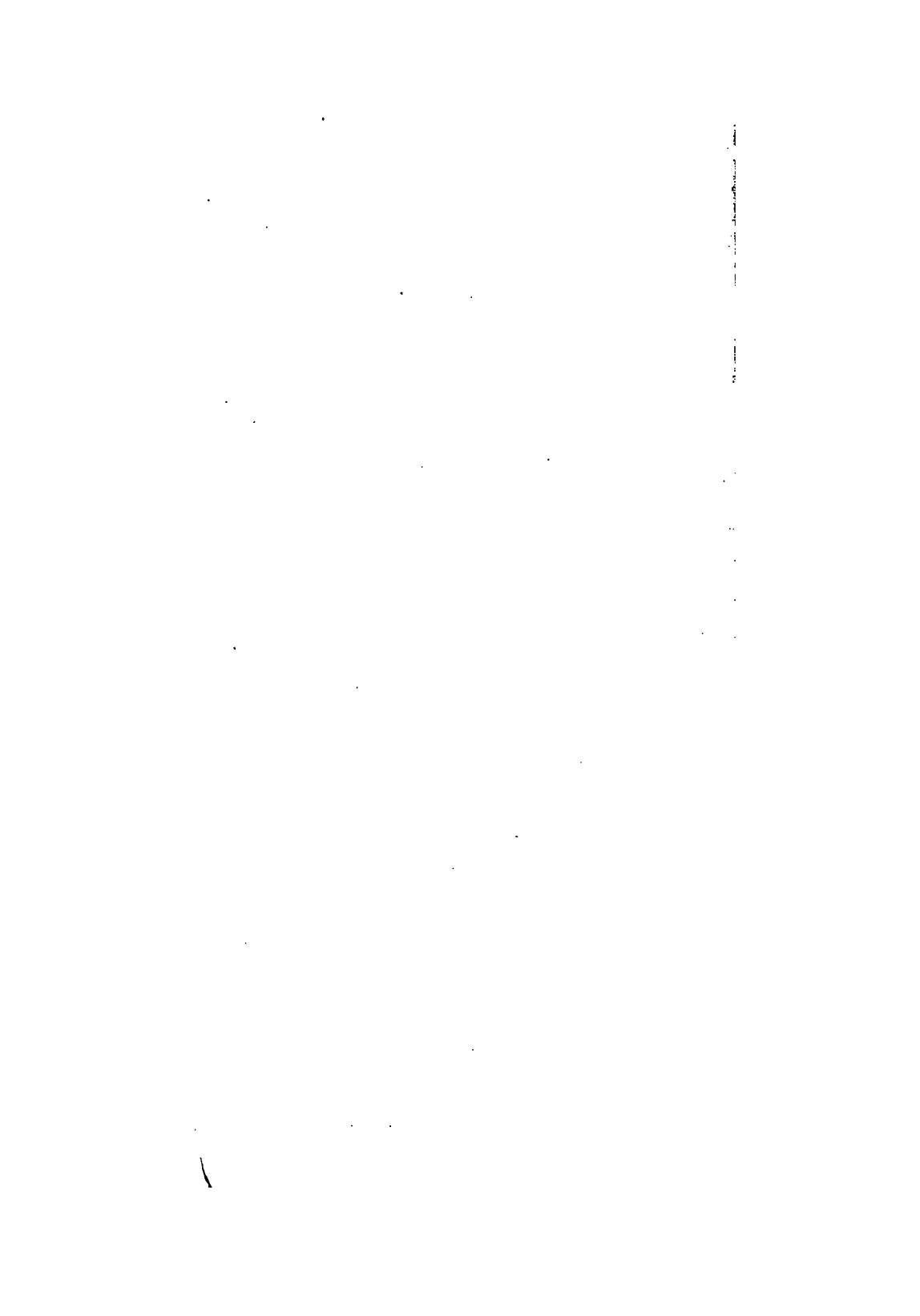
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WESTERN RESERVE UNIVERSITY  
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VOL. VIII, No. 4  
SEPTEMBER  
1905

New Series

# ★ Western Reserve University

REPORTS OF THE PRESIDENT  
AND FACULTIES

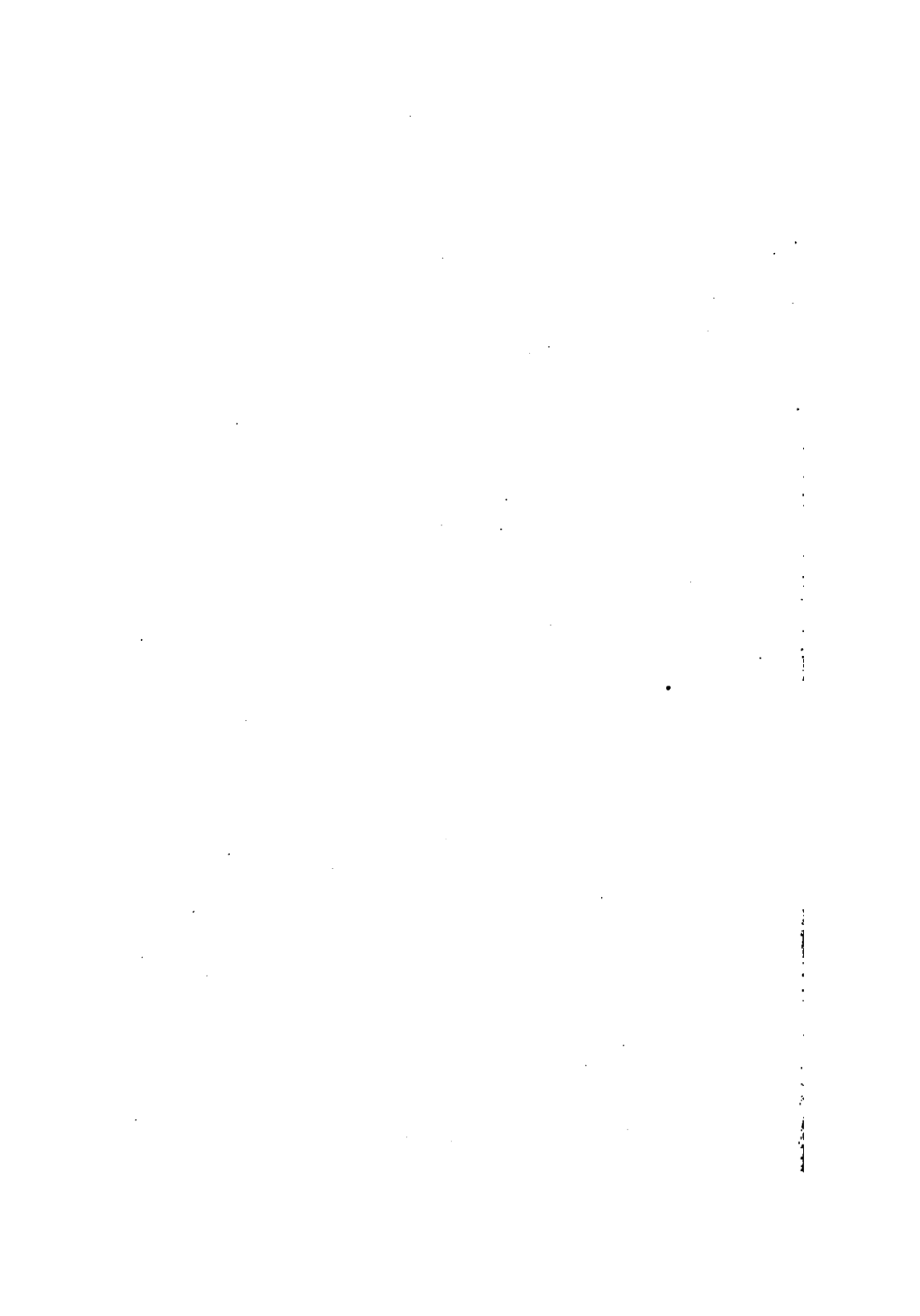
1904 - 1905



CLEVELAND, OHIO

Issued Bimonthly by  
WESTERN RESERVE UNIVERSITY  
2430 Euclid Ave

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BULLETINS

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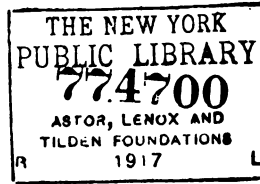
# Western Reserve University.

## REPORTS OF THE President and Faculties.



1904 - 1905.

CLEVELAND:  
PRESS OF WINN & JUDSON,  
1905.



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## ANNUAL REPORTS.

*To the Board of Trustees of Western Reserve University  
and of Adelbert College of Western Reserve University :*

I beg leave to submit a report for the academic year of 1904-05.

In this year two members of the Faculty of the Law School have died. One, Honorable Charles E. Pennewell, was a member of the original body, and one, Honorable Henry C. White, became a member in the second year of the School. To their work as teachers, both Judge Pennewell and Judge White brought a sense of a large humanity, hearty sympathy with young minds, wide knowledge of the subjects they taught, and a high purpose to make their service in, and through, the Franklin T. Backus Law School of the University, of benefit not only to those who were to become members of the profession but also to humanity itself.

The number of students enrolled in the present year, and in each of the preceding nine, is as follows:

	Adelbert College.	Col. for Graduate Women. School.	Medical School.	Law School.	Dental School.	Library School.	Total.
1895-96	142	128	13	135	41	53	512
1896-97	162	128	27	127	68	86	598
1897-98	186	146	25	127	88	91	663
1898-99	182	183	25	109	106	96	701
1899-00	193	171	17	144	101	91	717
1900-01	198	210	18	131	102	102	761
1901-02	206	222	16	126	100	113	783
1902-03	212	244	25	95	95	114	785
1903-04	225	236	20	86	110	88	765
1904-05	250	242	11	71	126	79	808

The percentage of gain in students in ten years is:

Adelbert College.....	.75+
College for Women .....	.89+
Law School .....	204+
Dental School .....	.49+

The percentage of loss in the Graduate School is simply owing to the lack of facilities which the Graduate School, under present conditions, possesses. The loss in the Medical School arises from the increase in the standard of admission and the standard of instruction.



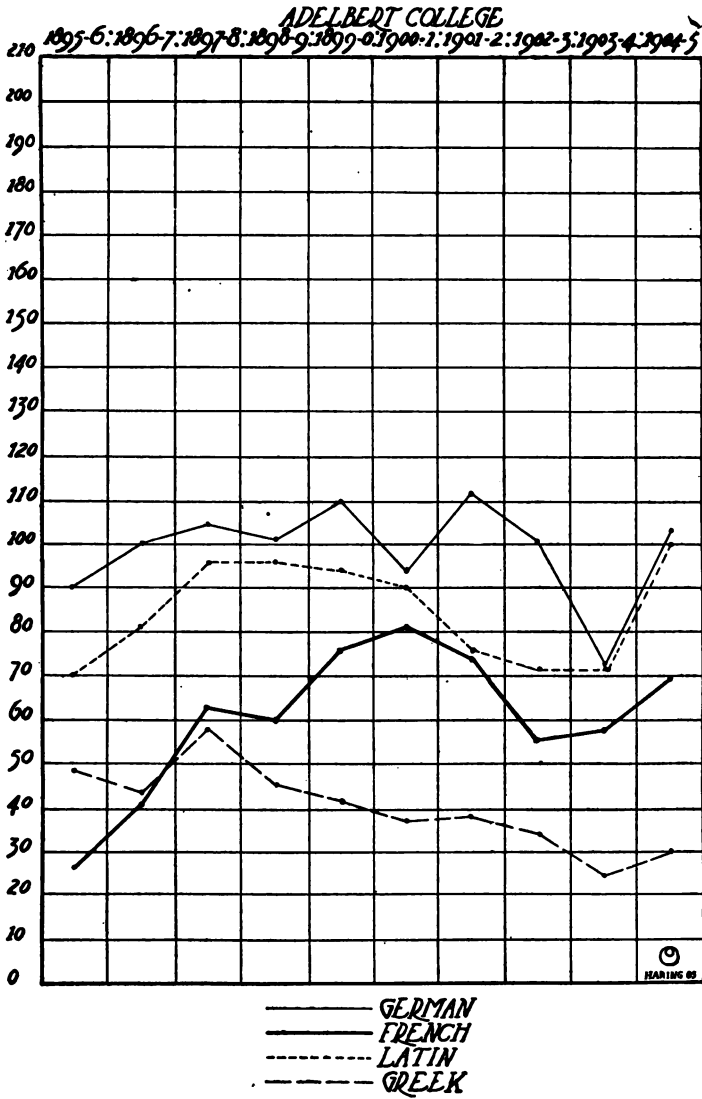
I am glad to be able to submit a statement, and also graphical representations of the number of students who have, in the last ten years, pursued the chief subjects taught in the undergraduate colleges. These tables are significant in indicating the degree of popularity of subjects of study, under a practically free elective system, after the Freshman year.

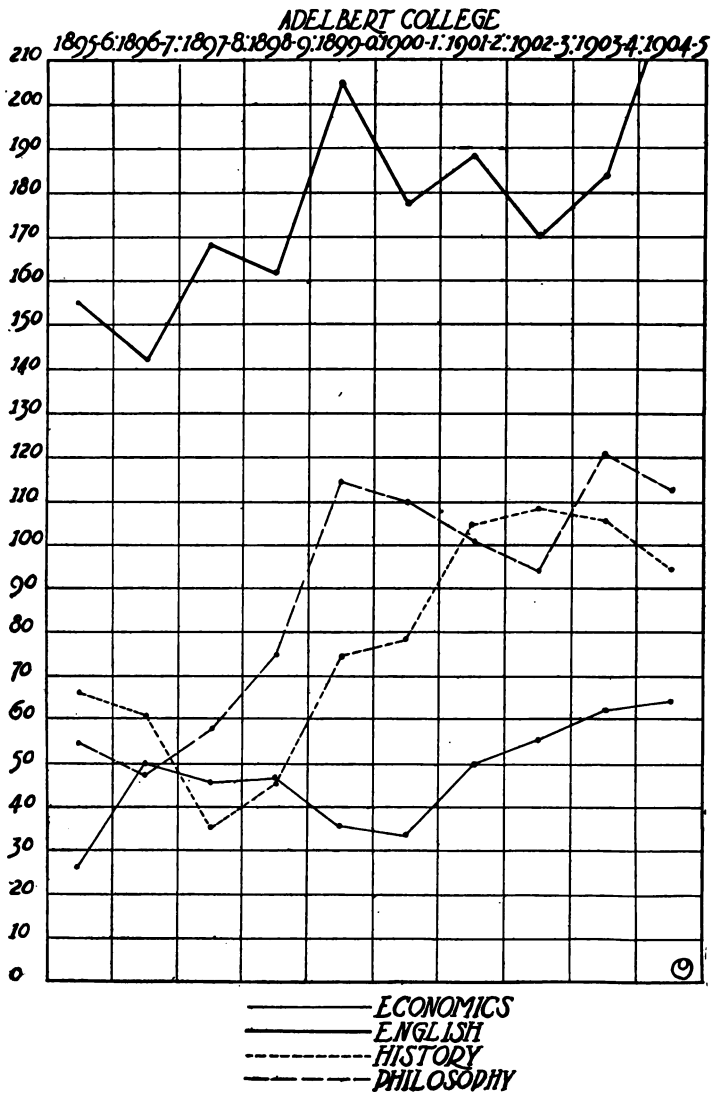
## ADELBERT COLLEGE

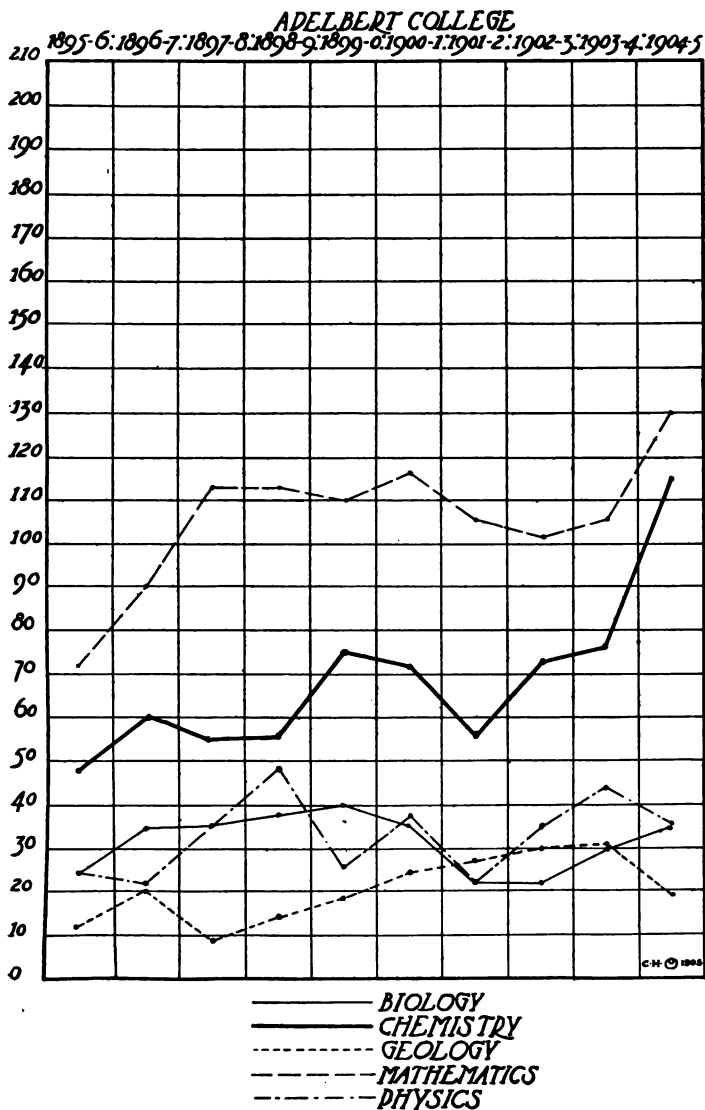
Course.	1895 1896	1896 1897	1897 1898	1898 1899	1899 1900	1900 1901	1901 1902	1902 1903	1903 1904	1904 1905
Astronomy .....		4	...	...	4	3	16	16	12	17
Biology .....	24	35	36	38	40	36	22	22	30	35
Chemistry .....	48	60	55	56	76	72	66	73	76	114
Economics .....	26	50	46	47	36	34	50	56	62	64
English .....	155	142	168	162	205	177	188	170	184	230
French .....	27	41	63	60	77	81	74	56	58	69
Geology .....	12	20	9	14	18	24	27	30	31	19
German .....	90	101	105	102	110	94	112	101	73	103
Greek .....	48	44	58	46	42	37	38	34	24	30
History .....	66	61	36	45	74	77	104	108	106	94
Italian .....	4	...	...	...	...	...	...	4	...	5
Latin .....	70	81	96	96	94	90	76	72	72	100
Mathematics .....	72	90	113	113	110	117	106	102	106	130
Philosophy .....	54	47	57	74	114	110	102	94	121	113
Physics .....	24	22	36	48	26	38	22	35	44	36
Spanish .....		...	...	...	...	6	16	1	8	...

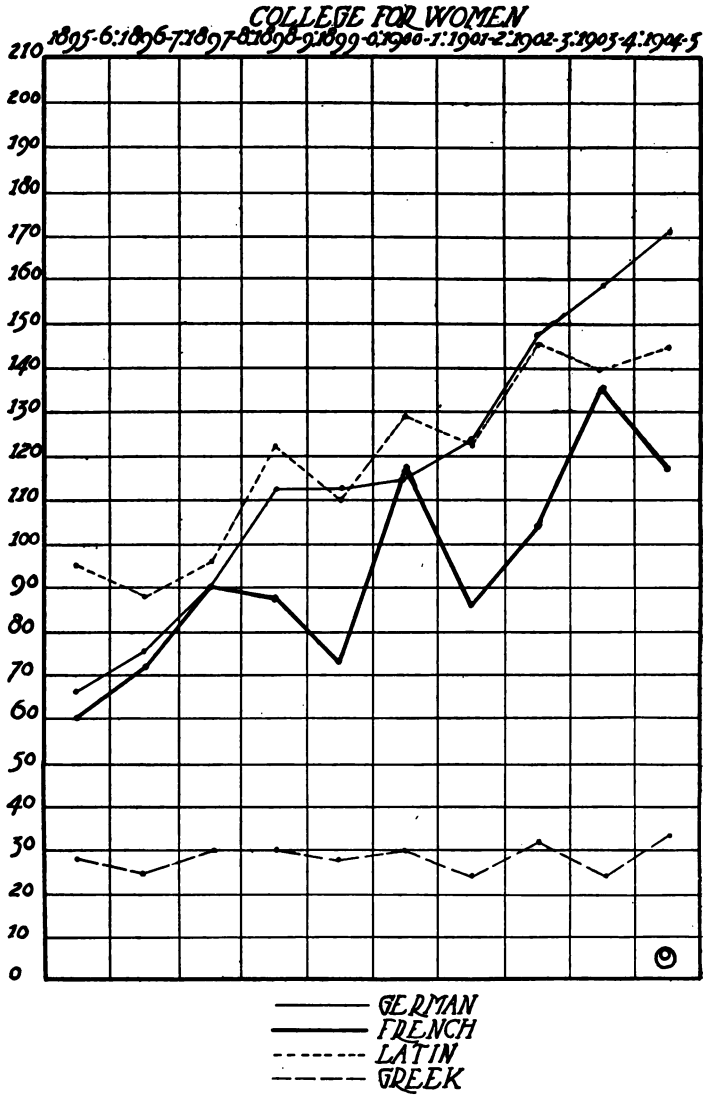
## COLLEGE FOR WOMEN

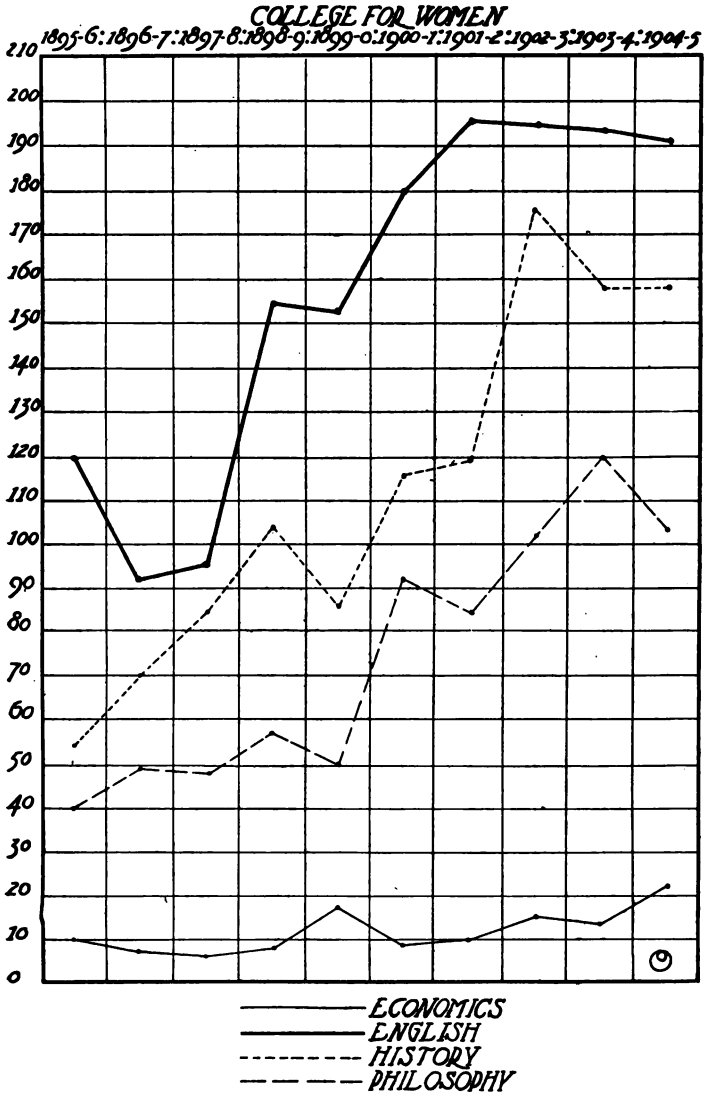
Course.	1895 1896	1896 1897	1897 1898	1898 1899	1899 1900	1900 1901	1901 1902	1902 1903	1903 1904	1904 1905
Astronomy .....		...	2	3	2	2	2	2	7	2
Biology .....	14	16	20	24	19	26	38	28	24	26
Chemistry .....	8	32	28	20	27	36	37	32	39	27
Economics .....	10	7	6	8	17	9	10	15	13	22
English .....	120	92	96	154	152	180	196	195	194	191
French .....	60	72	90	88	73	117	86	105	136	118
Geology .....	2	...	7	10	15	22	32	24	30	27
German .....	67	75	90	112	112	115	124	148	159	171
Greek .....	28	25	30	30	28	30	24	32	24	33
History .....	54	70	84	104	86	116	119	176	158	158
Italian .....	5	3	...	4	...	8	...	8	...	9
Latin .....	96	88	96	122	110	129	123	146	140	145
Mathematics .....	29	64	73	94	76	84	78	95	73	99
Philosophy .....	40	49	48	57	50	92	84	102	120	103
Physics .....	12	...	4	1	3	6	32	44	28	17
Spanish .....	2	...	9	...	1	...	8	...	4	...

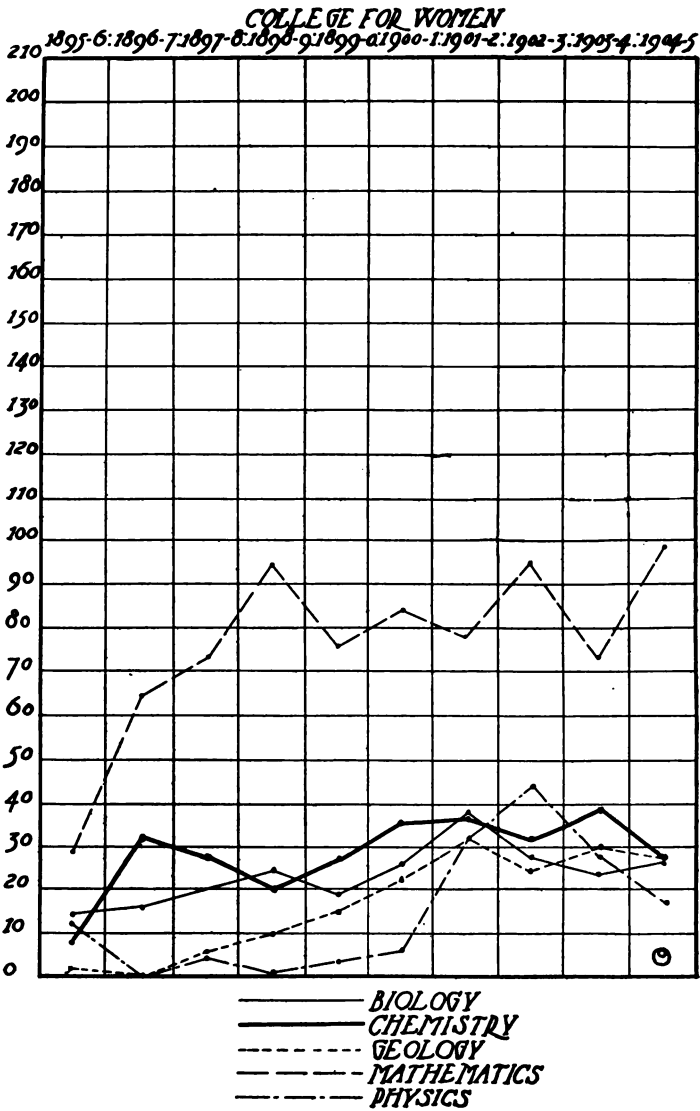












It should be said that, of all students, Mathematics, English and Latin are required in the first year. English is also required in the Sophomore year of Adelbert College. In the same year also, Greek is required of all classical, French or German of all Modern Language, and Physics and Chemistry of all Latin-Scientific, students.

The judicial mind inspecting these tables will prefer to make its own inferences. Yet there are two or three inferences which seem to me significant. Despite the great increase in the size of the Freshman Classes in the ten years, the whole number of students studying the two ancient and the two modern languages,—Latin and Greek,—French and German,—shows a relatively small gain in Adelbert College. In Latin, the increase is from seventy to one hundred; in Greek, has occurred a decline from forty-eight to thirty; in German, a slight increase from ninety to one hundred and three, (certain students of German have deferred this study till the next year) and in French, a large increase from twenty-seven to sixty-nine.

In the College for Women, with the exception of Greek, the tables show a rise. Greek has remained a constant quantity. The number has, during the decade, remained about thirty. Latin has risen from ninety-six to one hundred and forty-five; German, from sixty-seven to one hundred and seventy-one, and French from sixty to one hundred and eighteen students. The largest significance lies, possibly, in the number of students engaged in the study of Greek. The figures seem to show that the number of boys in the High Schools which send students to these colleges who desire to study Greek, lessens, and that the number of girls remains constant. The community apparently contains a few people who desire to pursue Greek as a means of culture. This fact serves to emphasize the belief of some members of the Faculties that elementary Greek should be



introduced into the course of study to be made co-ordinate with elementary French or German.

The steadiness of the relative place occupied by each subject of the course at the beginning and at the close of the decade may not be without meaning. In Adelbert College, the subject which was first in 1895-96, English, still continues to be first. The subject that was second,—German,—has fallen to the fifth place. Mathematics, which was third, has risen to the second place, and Latin, which was fourth, has fallen to the sixth. History also has retired from the fifth to the seventh place, and Philosophy, which was sixth, has come to occupy the fourth. Chemistry and Greek, which had the same number of students in 1895-96, have met with great changes. Greek has fallen to the twelfth place, and Chemistry has risen to occupy the third. French and Economics still maintain their relative standings, which is the essential truth, also, regarding the sciences of Biology, Geology and Physics.

In the College for Women, also, English remains the most popular subject. Latin, which was second ten years ago, has fallen to the fourth place, and German, which ranked third, has risen one point. French has lost one point. History has passed from the fifth to the third place. Philosophy, Mathematics and Greek still maintain their relative positions in the sixth, seventh, and eighth places. Biology has fallen from the ninth to the tenth place; Physics, from the tenth to the eleventh; Economics keeps its order. As an evidence of popularity, Chemistry has risen from the twelfth to the ninth place, and Geology also from the thirteenth to the ninth.

In respect to these comparisons, it should be noted that the study of Physics in the current year has been deferred from the Freshman to the Sophomore year. No presentation is made of Italian, of Spanish, or of Astronomy, the latter subject being taught by the Department of Physics.

It also should be said that in the course of the decade, permission has been given for Seniors in Adelbert College to take part of their work in the Law School and the Medical School. This permission has decreased the number who naturally would have chosen such subjects as Philosophy, History and Economics. Temporary changes have been made in the required or elective character of a few other studies.

These tables may also be possibly significant in indicating that there seems to be no marked difference in the choices which men and women make of studies, with possibly a single class of subjects. This class refers to Mathematical and scientific studies. Few women choose the natural sciences, and fewer still, Mathematics. In both of the undergraduate colleges, too, the relatively small number who elect the sciences and Mathematics is quite unlike the prophecies which obtained a generation ago regarding the probable popularity of Physics, Chemistry, and similar subjects. In the undergraduate colleges of the United States, no large number of students has taken up the study of these subjects. Perhaps one cause of this condition lies in the fact that not a few men who would have chosen these subjects, under a free elective system, have not entered the college of liberal learning, but the technical school.

In the annual report for 1898-99, I said: "I beg leave to recommend to the Board of Trust an increase of the fees in the two undergraduate colleges and the Graduate School, to One Hundred Dollars a year, to take effect with the beginning of the academic year 1901-02." I now desire again to recommend that the fees in each of the undergraduate colleges and in the Graduate School be increased from Eighty-five to One Hundred Dollars.

The fees for tuition which are charged in American colleges, extend from nothing to Two Hundred Dollars. The following *statements* are representative:

## WESTERN RESERVE UNIVERSITY

## OHIO.

## TUITION FEE.

Buchtel College .....	\$40.00
Mount Union College .....	45.00
Ohio University .....	0.00
Baldwin University .....	36.00
German Wallace College .....	24.00
Cedarville College .....	22.00
St. Xavier College .....	60.00
University of Cincinnati .....	[*]
St. Ignatius College .....	40.00
Capital University .....	40.00
Ohio State University .....	0.00
Defiance College .....	32.00
Ohio Wesleyan University .....	15.00
Findlay College .....	32.00
Kenyon College .....	75.00
Denison University .....	39.00
Hiram College .....	48.00
Lima College .....	40.00
Marietta College .....	30.00
Franklin College .....	40.00
Muskingum College .....	41.00
Oberlin College .....	75.00
Miami University .....	
Richmond College .....	36.00
Rio Grande College .....	28.00
Scio College .....	36.00
Wittenberg College .....	50.00
Heidelberg University .....	25.00
Otterbein University .....	42.00
Wilberforce University .....	40.00
	to
Wilmington College .....	45.00
University of Wooster .....	39.00
Antioch College .....	45.00
	40.00

\*Free to residents of Cincinnati; \$75 to non-residents.

## CONNECTICUT.

Trinity College .....	100.00
Wesleyan University .....	75.00
Yale University .....	155.00

## DISTRICT OF COLUMBIA.

Columbian University .....	100.00
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## ILLINOIS.

University of Chicago .....	120.00
Knox College .....	50.00
Illinois College .....	50.00
Lake Forest University .....	40.00

## INDIANA.

Wabash College .....	24.00
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## IOWA.

Iowa College .....	55.00
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## MAINE.

Bowdoin College .....	75.00
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## MASSACHUSETTS.

Amherst College .....	110.00
Boston University .....	100.00
Harvard University .....	150.00
Tufts College .....	100.00
Williams College .....	105.00

## MICHIGAN.

Adriañ College .....	45.00
Albion College .....	24.00
Alma College .....	32.00
Olivet College .....	45.00

## MINNESOTA.

Carleton College .....	34.00
------------------------	-------

## NEW YORK.

Hamilton College .....	75.00
Hobart College .....	80.00
Colgate University .....	60.00
Cornell University .....	{ 100.00 to 125.00
Columbia University .....	150.00
University of Rochester .....	60.00
Union College .....	75.00
Syracuse University .....	75.00

## PENNSYLVANIA.

Lafayette College .....	100.00
Bucknell University .....	50.00
University of Pennsylvania .....	{ 150.00 to 200.00
Swathmore College .....	150.00
Washington & Jefferson College .....	60.00

## WESTERN RESERVE UNIVERSITY

## RHODE ISLAND.

Brown University .....	105.00
------------------------	--------

## VIRGINIA.

University of Virginia .....	75.00
Hampden-Sidney College .....	50.00
Washington & Lee University .....	50.00

## WISCONSIN.

Beloit College .....	36.00
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In most state universities, no formal charge is made for tuition, but other fees for laboratory and similar expenses may be high.

In colleges for women, the following are the facts:

## MASSACHUSETTS.

Radcliffe College .....	\$200.00
Smith College .....	100.00
Mount Holyoke College .....	100.00
Wellesley College .....	175.00

## NEW YORK.

Wells College .....	100.00
Elmira College .....	75.00
Barnard College .....	150.00
Vassar College .....	100.00

## PENNSYLVANIA.

Bryn Mawr College .....	150.00
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## MARYLAND.

Woman's College of Baltimore .....	125.00
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An examination of these tables would make plain that the fee of One Hundred Dollars is not, in comparison with the fees charged by other good colleges, excessive.

It is, moreover, evident that the income derived from the fees paid for instruction in the undergraduate colleges represents only a small share of the cost of this instruction. I am glad to be able to submit a statement prepared by the Treasurer of the amount and the sources of the income for the last seven years.

## ADELBERT COLLEGE

Year.	Investment Income.	Tuition Income.	Subscription for Budget.	Total.
1898-99	\$44,533.00	\$11,369.00	\$1,300.00	\$57,202.00
1899-00	46,833.00	12,383.00	800.00	60,016.00
1900-01	43,693.00	12,453.00	800.00	56,946.00
1901-02	44,402.00	13,744.00	850.00	58,996.00
1902-03	45,958.00	14,014.00	3,350.00	63,322.00
1903-04	44,657.00	14,492.00	5,450.00	64,599.00
1904-05	44,034.00	15,608.00	5,025.00	64,667.00

## COLLEGE FOR WOMEN

Year.	Investment Income.	Tuition Income.	Subscription for Budget.	Total.
1898-99	\$ 8,977.00	\$11,670.00	\$5,725.00	\$26,372.00
1899-00	*15,682.00	11,443.00	3,300.00	30,425.00
1900-01	*15,545.00	13,496.00	2,300.00	31,341.00
1901-02	12,152.00	16,584.00	5,150.00	33,886.00
1902-03	12,160.00	18,585.00	5,950.00	36,695.00
1903-04	11,787.00	17,746.00	6,250.00	35,783.00
1904-05	12,381.00	18,360.00	7,450.00	38,191.00

\* Investment Income is swelled by payment of one large income item which had several years been in arrears.

An inspection of these tables proves, that, in Adelbert College, for every dollar paid by the student for instruction, the College contributes three dollars, and that in the College for Women, for every dollar paid by the student, the College contributes two dollars. This proportion takes no account of the value of the investment in buildings and in permanent equipment. Upon the ground of justice, therefore, no fear need be entertained of the peril of making too high a charge. The condition obtaining in the undergraduate colleges of this University is the condition which obtains in every college. The higher education is not self-supporting, and the higher it becomes the less self-supporting it is. It represents a contribution, on the part of wise and generous persons, made for the benefit of the community.

The recommendation which is made of the increase in fees should not take effect until the beginning of the academic year of 1906-07.

For several years, an irregular system of leave of absence has obtained in the undergraduate colleges. In the last ten years twenty leaves of absence have been granted to eighteen teachers. Each absence covered a whole academic year, with three exceptions, which were for one-half year. The method that has obtained has been that the Trustees have granted permission to be absent for a year upon application. The full salary has been paid, and the one having the absence has become responsible for the salary of his substitute. The balance which the one absent has thus received has usually been not less than Fifteen Hundred, nor more than Two Thousand Dollars. The time has now come, in my judgment, to constitute the informal method into one regular. The undergraduate Faculties beg leave to recommend the adoption of the following plan for leave of absence:

"In many colleges it has become usual to grant leave of absence to professors. In some institutions, each case is considered by itself, no system having been adopted. In others, professors are given leave of absence once in seven years: in some institutions, on half pay; in other institutions, on full pay, with the obligation to supply a satisfactory substitute at their own expense.

"For this Faculty to express any opinion on the matter, seems like a man's sitting as judge in his own case. Having understood that the Trustees, or a committee of the Trustees, has desired such a statement of opinion, and recognizing that occasional leave of absence for study and investigation is of great value to members of a teaching staff and to the college, we recommend that each professor of this College, after six years of continuous service, be entitled to apply for leave of absence for one year with full pay, from which shall be deducted the salary of a substitute satisfactory to the Faculty of the College."

The action thus recommended is not dissimilar to the method obtaining in many colleges. Brown University has hardly established a system of absence, but a system is becoming established. Leave of absence is usually arranged after six or more years of service, during which the professor receives half salary. A substitute is provided by the University. In the University of Michigan, a rule has recently been established to the effect that any member of the teaching staff who gives his full time to teaching for two sessions of the summer school, may have leave of absence for one semester on full pay. By teaching four sessions in the summer school, he is allowed leave of absence for an entire year with full pay. In Williams College, the plan,—which has hardly become a method,—is to allow a teacher leave of absence with full salary, except so much of it as will pay a substitute. At Harvard, it is the custom to give professors one year of absence in seven, with half pay. In Cornell, each member of the Faculty, after a period of seven years of service, is entitled to ask for leave of absence for one year on half pay, or for half a year on full pay. At Amherst leave of absence may be had once in seven years, and the substitute is paid by the teacher who is absent.

The absences which our associates in this University have taken, have usually been spent in Europe, in study. The result has been an increase in the value of the contribution which the University is able to make to teaching and to scholarship. The present recommendation of the Faculties is simply a systematizing of a general method which has obtained, and which is coming to obtain in a larger number of colleges.

Among the special needs of the University, which are still unfilled, should be noted that of a laboratory for Chemistry. By appointment, two members of the Boards, together with the head of the Chemical Department, have



been asked to draw plans for a building. Plans have been drawn which represent a provisional expenditure of such a sum of money as is now either in hand, or promised, for its erection,—somewhat more than Forty Thousand Dollars. But the building which can thus be erected is inadequate for the present, and must prove to be more inadequate for the future. The simple fact is that a proper building would cost not less than Seventy-five Thousand Dollars. The endowment of the building would represent Twenty-five Thousand Dollars in addition.

It is also fitting to say that the head of the Chemical Department has indicated his willingness to sell the Chemical library which he has for many years been collecting. This library represents a unique collection of many periodicals relating to Chemistry. The friends of the University would honor themselves by purchasing, for permanent treasuring, this collection.

In the course of the present year, the Mary Chisholm Painter Memorial Gateway has been completed. It is the first of what it is hoped may prove to be many gateways for the use of the University. The debt of gratitude which is owed to Mr. and Mrs. William Chisholm, for their noble gift in memory of their daughter, is increased by the plantings which have, under their direction, been made of trees to the north of the Gateway. The grounds lying to the west and the north of the Gateway have, in the course of the year, been graded and seeded.

Mr. Charles F. Schweinfurth has, at the request of the President, made a provisional drawing of the use to which the grounds of the College for Women may be put in the location of buildings.

In what may be called academic efficiency, Western Reserve University is pre-eminent. Such efficiency is constantly considered in current discussion regarding the work of a college or university. Academic efficiency includes the service of the teaching staff in giving instruction, in pursuing research, in performing administrative duties, and in ministering to the personal needs of students. Academic efficiency also includes securing from the endowment the highest income compatible with the security of the principal, and also it represents the highest usefulness of each dollar of the income itself. The Trustees may well congratulate themselves that their associates of the Faculties are so efficient workmen and that their money is so well used. Such a fact cannot but quicken the gratitude of each member of the Boards for the opportunity which this membership opens for his own largest service.

Attention is called to the reports of the Deans and of other officers, which are herewith submitted.

At the conclusion of this, my fifteenth annual report, I desire to express to my associates of these Boards, my sense of hearty gratitude for the privilege which they have given me of working with them.

I beg to remain, with considerations of great respect,

Very truly yours,

CHARLES F. THWING,  
*President.*

Cleveland, 13 June, 1905.

## REPORT OF THE DEAN OF ADELBERT COLLEGE.

The various courses given during the past year, with the number of students attending each, are shown in the following tables:

### FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors	Juniors	Sophomores.	Freshmen.	Special.	Total
Bible. ....	1	Life of Christ. ....	..	..	..	84	2	86
Biology. ....	2	Invertebrate Anatomy. ....	1	1	2	1	..	5
" .....	3	Vertebrate Anatomy. ....	2	6	3	..	2	13
" .....	6	Physiology. ....	2	4	2	..	1	9
Chemistry. ....	1	Inorganic: Non-Metals. ....	..	..	18	19	..	37
" .....	3	Inorganic. ....	..	..	..	40	..	40
" .....	5	Organic. ....	5	7	20	..	..	32
" .....	7	Inorganic Preparations. ....	..	2	4	..	..	6
" .....	9	Quantitative. ....	4	..	..	..	..	4
" .....	11	Physiological. ....	1	3	..	..	1	5
" .....		Special. ....	1	..	..	..	..	7
Economics. ....	1	Elements. ....	1	8	26	1	2	38
" .....	3	Money and Banking. ....	12	4	5	..	..	21
" .....	8	Political Thought. ....	5	1	1	..	1	8
English. ....	1	Rhetoric. ....	..	..	..	90	..	90
" .....	2	Themes. ....	1	3	54	..	1	59
" .....	5	Daily Themes. ....	8	12	6	..	1	27
" .....	7	Forensics. ....	..	2	6	..	..	8
" .....	10	Chaucer and Spencer. ....	1	3	15	..	1	20
" .....	12	Milton. ....	1	1	1	..	..	3
" .....	13	Collins to Keats. ....	5	4	..	..	..	9
" .....	14	Tennyson. ....	7	3	1	..	..	11
French. ....	1	Elementary. ....	9	9	21	22	2	63
" .....	3	Nineteenth Century Texts. ....	2	6	7	..	1	16
" .....	11	The Novel. ....	..	2	..	..	1	3
Geology. ....	1	Mineralogy. ....	5	1	1	..	..	7
" .....	3	Lithology. ....	4	8	3	..	1	16
" .....	7	Field Work. ....	2	..	..	..	..	2

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors	Juniors	Sophomores.	Freshmen.	Special.	Total.
German.....	1	Elementary.....	1	1	14	44	1	61
".....	3	Second Year.....	..	1	17	19	2	39
".....	5	Selected Masterpieces....	..	..	2	13	..	15
".....	7	Author Course.....	1	1	4	1	..	7
".....	15	Modern Fiction.....	1	..	6	1	1	9
Greek.....	2	Attic Orators.....	..	1	..	16	..	17
".....	4	Plato.....	..	..	7	..	..	7
".....	15	Elementary.....	2	2	1	..	..	5
".....		New Testament.....	2	..	..	..	..	2
History.....	1	Middle Ages.....	..	6	16	19	2	43
".....	5	England.....	3	4	2	1	..	10
".....	7	American Colonies.....	6	6	16	..	2	30
".....	9	French Revolution.....	4	3	2	..	..	9
".....	19	Puritan Revolution.....	3	1	1	..	1	6
Church Hist.	1	Modern.....	6	1	1	..	..	8
Italian.....	1	Elementary.....	1	4	1	..	..	6
Latin.....	1	Livy or Cicero.....	1	..	1	64	..	66
".....	3	Horace.....	..	..	11	..	..	11
".....	5	Cicero's Letters.....	..	2	..	..	..	2
Mathematics	1	Trigonometry.....	..	..	2	83	2	87
".....	4	Algebra.....	..	1	35	1	1	38
".....	8	Calculus.....	3	7	1	..	1	12
Philosophy..	1	Psychology.....	2	19	30	..	1	52
".....	2	Anthropology.....	5	10	7	..	..	22
".....	3	Logic.....	1	..	..	..	..	1
".....	5	Ethics.....	12	2	1	..	..	15
".....	6	History... ..	5	..	..	..	..	5
".....	9	Theory of Society.....	14	1	..	..	1	16
".....	13	Psychology.. ..	4	..	..	..	..	4
Physics.....	1	Mechanics, Sound, Heat..	2	5	10	3	..	20
".....	3	Physical Optics.....	..	1	..	..	..	1
".....	9	Descriptive.....	1	..	1	..	..	2
".....	11	Experiment.....	..	..	2	..	..	2

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors	Juniors	Sophomores.	Freshmen.	Special.	Total.
Astronomy..	1	Descriptive.....	8	8	20	..	..	31
Biology.....	1	Elementary.....	2	3	8	5	..	18
".....	7	Vertebrate Embryology..	1	7	3	1	1	13
".....	9	Animal Behavior.....	2	..	2	..	..	4
".....	10	Botany.....	3	2	2	1	..	8
Chemistry...	2	Inorganic.....	..	..	11	11	..	22
".....	4	Inorganic.....	..	1	1	35	2	39
".....	6	Organic.....	4	7	14	..	..	25
".....	8	Qualitative Analysis....	..	10	3	..	1	14
".....	10	Quantitative Analysis....	4	..	..	..	..	4
Economics..	5	Economic Problems.....	5	5	4	..	..	14
".....	7	Modern Industry.....	2	5	7	..	2	16
".....	10	Municipal Government..	6	10	14	1	2	33
English.....	2	Rhetoric.....	1	..	2	87	2	92
".....	4	Theme Writing.....	1	..	48	..	2	51
".....	5	Daily Themes.....	..	2	..	..	1	3
".....	6	Daily Themes.....	3	3	2	..	..	8
".....	8	English Prose.....	3	1	2	..	..	6
".....	11	Shakespeare.....	..	6	10	..	2	18
".....	15	American Literature.....	9	4	4	..	..	17
".....	20	Browning.....	7	5	5	..	..	17
".....	30	.....	4	5	9	1	..	19
French.....	2	Elementary.....	5	5	15	19	2	46
".....	4	Classic Drama.....	1	2	1	..	1	5
".....	12	Rousseau.....	..	3	..	..	1	4
Geology.....	2	Mineralogy.....	2	..	..	..	..	2
".....	4	Structural.....	3	5	3	..	..	11
German.....	2	Elementary.....	..	2	10	43	1	56
".....	4	Second Year.....	..	..	17	18	2	37
".....	6	Selected Masterpieces....	..	..	1	12	..	13
".....	8	Author Course.....	1	..	..	1	..	2
".....	17	Faust.....	1	..	5	1	..	7
Greek.....	1	Attic Orators.....	..	1	..	16	..	17
".....	3	Plato.....	..	..	6	..	..	6
".....	12	Archaeology.....	1	..	..	..	..	1
".....	16	Elementary.....	1	2	..	..	..	3
History.....	1	Middle Ages.....	..	1	7	4	1	13
".....	4	France.....	1	1	5	8	1	16
".....	6	Eng. in 18th-19th Cen....	..	5	3	..	1	9

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors	Juniors	Sophomores.	Freshmen.	Special	Total.
History.....	8	United States.....	2	4	13	..	..	19
".....	10	Napoleonic Period.....	3	3	..	..	..	6
Church Hist..	6	Beliefs and Superstitions..	8	5	..	..	..	21
Italian.....	2	Dante.....	1	3	..	..	..	4
Latin.....	2	Plautus.....	2	..	2	62	..	66
".....	4	Tacitus, Juvenal.....	..	1	6	..	..	7
".....	6	Lucretius.....	..	2	..	..	..	2
Mathematics	2	Analytic Geometry.....	..	..	1	87	2	90
".....	6	Trigonometry, Surveying..	..	4	8	..	..	13
".....	7	Calculus.....	..	..	21	..	..	21
Philosophy..	3	Logic.....	..	4	14	1	2	21
".....	4	Introduction.....	4	21	8	..	1	34
".....	10	Social Institutions.....	13	7	2	..	2	24
".....	15	Philosophy of Religion...	11	7	2	..	..	20
".....	16	.....	9	1	2	..	1	13
Physics.....	2	Electricity, Light..	3	3	14	3	3	26
".....	7	Mechanical Drawing.....	..	..	4	10	1	15
".....	8	Mechanics.....	..	..	2	..	..	2
".....	10	Manipulation.....	1	..	1	..	..	2

Twenty-eight students have declared their intention of entering Case School of Applied Science at the end of their Junior year, in accordance with the five-year arrangement. Twenty, including members of the present Senior Class, expect to take part of their Senior work at the Medical School, and twenty at the Law School. About twenty-seven per cent of all the students in college are thus taking the combined courses with the professional schools.

Respectfully submitted,

FRANK P. WHITMAN,

Dean.

REPORT OF THE SECRETARY OF THE FACULTY  
OF ADELBERT COLLEGE.

There have been eight meetings of the entire Faculty and six of the permanent officers. The actions of the latter body, relating for the most part to recommendations for appointment on the staff of instruction, have been already transmitted to the Board.

In the meetings of the general Faculty, nothing but routine business has been transacted, and very little of that, for, with the present system of committees, very few matters need to be presented to the whole Faculty. During the present year the meetings have been fewer, shorter, and less important than in any preceding year in the history of the college.

Respectfully submitted

SAMUEL BALL PLATNER,  
Secretary.

## REPORT OF THE REGISTRAR OF THE COLLEGE FOR WOMEN.

The following table shows the courses as taken in the year 1904-1905:

### FIRST HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology. 1	.....	Prof. Curtis...	30	20	2	..	5	57	60
.....	Theory of Society .....	Prof. Curtis...	2	..	..	..	1	3	..
Art.....	Ancient.....	Prof. Fowler..	9	5	2	..	7	23	23
Bible.....	1 Life of Christ.....	Pres. Thwing	1	..	2	85	5	93	..
"	3 Old Testament.....	Assoc. Prof. Haydn	1	41	44	1	7	94	..
"	6 The Pauline Epistles .....	Assoc. Prof. Haydn	..	..	..	..	2	2	189
Biology.....	2 Invertebrate Zoology.....	Prof. Herrick..	1	1	..	..	..	2	..
"	3 Vertebrate Zoology.....	Prof. Herrick..	1	..	..	..	..	1	..
"	6 Physiology.....	Mr. James.....	4	3	1	..	..	8	11
Chemistry.....	1 Non-Metallic Elements..	Assoc. Prof. Gruener	3	20	8	..	3	34	..
"	2 Inorganic.....	Ass't Prof. Tower	2	1	8	..	..	11	..
"	5 Organic .....	Assoc. Prof. Gruener	..	3	..	..	1	4	49
Economics.....	1 Elements.....	Dr. Arbuthnot.	1	7	1	..	4	13	..
"	8 Political Theories.....	Dr. Arbuthnot.	3	..	..	..	2	5	18
English.....	1 Principles of Composition ..	Miss Myers....	..	..	1	88	4	93	..
"	3 Daily Themes .....	Miss Myers....	1	5	..	..	4	10	..
"	5 Themes.....	Miss Myers....	1	..	..	..	..	1	104
"	8 Old English.....	Prof. Hulme..	1	..	..	..	..	1	..
"	16 Classicism.....	Prof. Hulme..	..	4	32	..	4	40	..
"	19 English Novel.....	Prof. Hulme..	6	11	..	..	1	18	..
"	20 English Poetry—1880-1880 ..	Prof. Hulme..	11	5	..	..	4	20	79
Geology.....	3 Dynamic .....	Prof. Cushing..	17	5	..	..	8	25	25
German.....	1 Elementary, 1st year .....	Prof. Deering..	..	3	6	28	5	42	..
"	3 Schiller.....	Ass't Prof. Meyer	2	5	6	18	3	34	..
"	5 a German Classics.....	Ass't Prof. Meyer	2	5	3	9	1	20	..
"	5 b German Classics.....	Dr. Zorn.....	..	2	1	11	..	14	..
"	7 Goethe.....	Prof. Deering..	11	4	12	11	4	42	..
"	17 Contemporary Literature.....	Prof. Deering..	3	11	9	..	3	26	178
Greek .....	2 Attic Orators.....	Prof. Fowler..	1	..	3	14	1	19	..
"	3 Drama.....	Prof. Fowler..	..	..	3	..	1	4	..
"	7 Theocritus.....	Assoc. Prof. Bill	4	..	..	..	..	4	..
"	A Elementary.....	Miss Babbitt.	4	..	..	3	..	7	34



## FIRST HALF-YEAR.

Course	Subject.	Instructor.	SOPHOMORES.					Total.	Grand Total.
			Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.		
History	1 Middle Ages.....	Dr. Robertson.	..	..	30	20	5	55	..
"	3 English.....	Dr. Benton....	3	3	2	..	1	9	..
"	5 American Colonial.....	Dr. Robertson.	7	4	7	..	4	22	..
"	7 French Revolution.....	Prof. Bourne..	11	21	1	..	5	38	..
"	10 European Colonization.....	Prof. Bourne..	3	1	..	..	4	8	..
"	11 Puritan Revolution.....	Prof. Bourne..	4	2	..	..	..	6	..
"	16 The Reformation.....	Assoc. Prof. Severance	3	2	..	..	2	7	145
Latin	1 Latin.....	Prof. Perkins..	..	..	..	83	..	83	..
"	3 Horace, Odes and Epodes.....	Prof. Perkins..	..	1	27	4	..	32	..
"	45 Letters of Pliny and Cicero....	Prof. Perkins..	10	23	..	..	2	35	150
Mathematics.	1 Trigonometry.....	Prof. Palmié..	..	..	4	82	1	87	..
"	5 Analytical Geometry.....	Prof. Palmié..	..	..	1	6	..	7	94
Music.....	Hist. of Music and Harmony.	Mr. Clemens..	..	..	2	..	3	5	5
Philosophy	2 Psychology.....	Dr. Adams....	..	26	12	1	3	42	..
"	6 Spencer.....	Dr. Adams....	3	3	..	..	..	6	..
"	8 Psych. in Education.....	Ass't. Prof. Marvin	5	1	..	..	1	7	55
Physics.....	1 A General.....	Prof. Whitman	..	..	..	8	..	8	..
"	1 Mechanics, Heat, Sound.....	Mr. Mills..	..	2	3	..	..	5	..
"	10 Descriptive.....	Prof. Whitman	..	1	19	..	..	20	83
Physiology and Hygiene.....	.....	Dr. Towslee...	..	1	..	86	2	89	89
Romance Languages.									
French.....	1 Elementary.....	Mr. Borgerhoff	..	4	6	44	2	56	..
"	3 Modern French.....	Mr. Borgerhoff	4	11	20	11	3	49	..
"	5 B. Classic Drama.....	Mr. Borgerhoff	7	10	3	3	5	28	142
Italian.....	.....	Mr. Borgerhoff	3	4	..	..	2	9	..

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Art.....	Ancient.....	Prof. Fowler..	9	12	5	..	7	33	..
Astronomy.....	.....	Prof. Whitman	3	1	..	..	..	4	..
Bible.....	1 The Acts of the Apostles.....	Assoc. Prof. Haydn	..	..	1	79	2	82	..
".....	4 Old Testament.....	Assoc. Prof. Haydn	3	42	42	..	4	91	..
".....	8 Old Testament Poetry.....	Assoc. Prof. Haydn	1	1	..	..	2	4	177
Biology.....	1 General.....	Prof. Herrick..	2	7	26	..	1	36	..
".....	7 Embryology.....	Prof. Herrick..	1	..	..	..	1	..	..
".....	10 Botany.....	Mr. James.....	2	2	..	..	1	5	42
Chemistry.....	3 Metals.....	Assoc. Prof. Gruener	..	3	..	..	..	3	..
".....	7 Qualitative Analysis.....	Prof. Morley..	..	2	..	..	..	2	5
Economics.....	5 Economic Problems.....	Dr. Arbuthnot	2	2	1	1	..	6	..
".....	10 Municipal Government.....	Dr. Arbuthnot	8	5	4	1	1	19	25
English.....	2 Composition.....	Miss Myers.....	..	..	1	82	3	86	..
".....	4 Themes.....	Miss Myers.....	..	2	..	..	1	3	..
".....	6 Themes.....	Miss Myers.....	1	..	..	..	..	1	90
".....	11 Chaucer.....	Prof. Hulme..	3	7	1	..	..	11	..
".....	17 Rom'tic Movem't in 18th Cent.....	Prof. Hulme..	..	7	27	1	5	40	..
".....	18 American Literature.....	Prof. Hulme..	12	20	5	..	5	42	..
".....	21 English Prose—1880-1880.....	Prof. Hulme..	8	5	1	..	3	17	110
Geology.....	4 Structural and Historical.....	Prof. Cushing..	5	3	1	..	..	9	..
".....	5 Physiography.....	Prof. Cushing..	2	9	7	1	4	23	32
German.....	2 Elementary.....	Prof. Deering..	..	1	6	23	2	32	..
".....	4 Modern Texts.....	Ass't Prof. Meyer	1	2	6	19	1	29	..
".....	6 a Classic.....	Ass't Prof. Meyer	3	8	2	10	..	23	..
".....	6 b Classic.....	Dr. Zorn.....	..	..	..	2	10	12	..
".....	8 19th Century.....	Prof. Deering..	5	1	11	10	3	30	..
".....	14 Heine.....	Prof. Deering..	4	5	3	..	4	16	..
".....	20 Masterpieces.....	Prof. Deering..	7	8	5	..	2	22	164
Greek.....	A Elementary.....	Miss Babbitt..	2	..	..	3	..	5	..
".....	1 Odyssey.....	Assoc. Prof. Bill	1	..	2	13	3	19	..
".....	4 Plato, Apology, Crito.....	Prof. Fowler..	..	1	2	..	1	4	..
".....	10 Demosthenes.....	Prof. Fowler..	3	1	..	..	..	4	32
History.....	1 Middle Ages.....	Dr. Robertson.	..	..	2	8	..	10	..
".....	2 French.....	Prof. Bourne..	..	10	29	17	6	62	..
".....	3 English.....	Dr. Benton....	2	2	1	..	2	7	..
".....	6 United States.....	Dr. Robertson.	6	3	8	..	5	22	..
".....	8 Europe in the 19th Century.....	Prof. Bourne..	4	12	..	..	3	19	..
".....	9 Political Institutions in U. S.....	Dr. Robertson.	1	5	1	..	..	7	..
".....	12 Historical Research.....	Prof. Bourne..	10	..	..	..	4	14	..
".....	13 Life in the Middle Ages.....	Assoc. Prof. Severance	7	4	1	1	3	16	157
Latin.....	2 Cicero de Senectute, Plautus.....	Prof. Perkins..	..	..	2	80	..	82	..
".....	12 Juvenal, Martial.....	Prof. Perkins..	..	11	..	..	..	11	..
".....	9 Catullus.....	Prof. Perkins..	..	..	24	2	..	26	..
".....	15 Teachers' Training Course.....	Prof. Perkins..	18	1	..	..	1	20	139

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Mathematics..	2 Algebra.....	Prof. Palmié...	..	1	4	75	5	85	..
"	6 Differential Calculus .....	Prof. Palmié...	..	..	6	..	..	6	..
"	E Foundations of Geometry.....	Prof. Palmié...	8	7	..	..	1	16	107
Music.....	2 History and Harmony.....	Mr. Clemens...	..	..	2	..	3	5	5
Philosophy....	1 Logic.....	Dr. Adams...	..	1	6	..	1	8	..
"	4 Introdu'n to Philosophy.....	Dr. Adams...	1	1	2	..	..	4	..
"	7 History and Prin. of Educ'n.....	Dr. Adams...	1	7	..	..	..	8	..
"	10 Advanced Psychology.....	Dr. Adams...	..	..	2	..	..	2	22
Romance Languages.									
French.....	2 Elementary.....	Mr. Borgerhoff	..	3	8	39	2	52	..
"	4 .....	Mr. Borgerhoff	3	8	15	10	1	37	..
"	6 B .....	Mr. Borgerhoff	..	6	2	2	3	13	..
Italian.....	2 .....	Mr. Borgerhoff	3	4	..	..	2	9	111
Sociology.....	..	Prof. Curtis...	29	27	3	..	8	67	67

Respectfully submitted,

BERTHA L. TORREY,  
Registrar.

REPORT OF THE DEAN OF THE GRADUATE  
SCHOOL.

During the current year sixteen students, twelve men and four women, have been enrolled in the Graduate School. Four of these are graduates of Adelbert College and three of the College for Women, while eight other institutions are also represented. Of these students twelve began their work as new students last September, while three returned for a second and one for a third year of graduate study. Thirty instructors have offered one hundred and twenty-two courses of study. There are three candidates for the A. M. degree at the coming commencement.

In the different departments instruction has been given as follows: In Biology to one student, in Chemistry to one, in Economics to four, in English to three, in French to one, in German to four, in Hebrew to one, in History to seven, in Philosophy to five, in Physics to two.

This year a little over half of the graduate students are teachers in the schools of the city and vicinity. They continue their work as teachers and come to us for advanced courses in their chosen subjects. The fact is significant in three respects, since it shows: (1) that the Graduate School is of service to a considerable number of earnest young men and women in providing them opportunities for advanced work which they could not go elsewhere to get, thus raising the standard of scholarship among our secondary teachers; (2) that more and more the influence of the university is being carried by these student-teachers into the high schools, thus increasing the number of students we may draw into our undergraduate departments from these schools; (3) that not many college graduates are able to meet the expense of further study without earning their living by other work. It is more and more evident that some little help, given to worthy students in the form of scholarships, would be a good investment for the university.

Respectfully submitted,

W. R. DEERING,  
Dean.

## REPORT OF THE DEAN OF THE MEDICAL COLLEGE.

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I have the honor of submitting to you the following report of the Department of Medicine for the academic year 1904-1905.

The number of students in attendance during the year, arranged in classes, is as follows:

Fourth year .....	23
Third year .....	13
Second year .....	9
First year .....	27
Special .....	2
<hr style="width: 10%; margin-left: 0;"/>	
Total .....	74

Of the seventy-two men regularly enrolled, fifty-nine, or 81.94 per cent have a literary degree, or will receive such degree by the end of the current year. Omitting the names of nine men who were registered before the rule of high requirement went into effect, and for one reason or another are retained in the student-body, the percentage of men having literary degrees is 93.49. Last year the percentage was 48.78, a decided gain in literary preparation.

The following Colleges and Universities are represented in the student body: Adelbert, Allegheny, Ashland, Baldwin, Case, Cornell, Findlay, German-Wallace, Grove City, Hamilton, Kenyon, Leland Stanford, Jr., Miami, Mt. Union, North Carolina, Oberlin, Ohio Northern, Ohio Wesleyan, Otterbein, Princeton, St. Ignatius, St. Thomas, State School of Mines and Engineering, Colorado, Wabash, West-

minster, Williams, Washington & Jefferson, Wittenberg and Wooster.

Students are in attendance from six states as follows: Iowa, Kansas, Massachusetts, New York, Ohio, Pennsylvania.

The receipts from student fees have been slightly in excess of \$7,000, the smallest amount received from this source for a number of years. As indicated in the last annual report this is in accordance with expectations. Hereafter there should be a gradual increase in the amount received from this source as the student body increases. The increase in the number of students entering the first year of the course is marked and extremely gratifying as compared with last year. The number entering this year has been twenty-seven as compared with eleven last year. The out-look for continued increase in the student body is excellent. Not only is the number likely to increase but the men are coming from a wider field, showing that the higher training, both preliminary and medical, is attracting the best trained men of the country. The aim of this college should be to accept only those men who meet the high preliminary requirements, keeping the body of students small. With the present equipment and clinical material the college could not give thorough training to more than forty men in a class, but this number could be well taken care of.

During the year we have been indebted to a number of friends of the school for financial aid in purchasing new microscopes and in giving student assistance for various laboratories, much to the improvement of the laboratory service, the training of certain medical students and their financial help. If the college had a fund of a few hundred dollars which could be expended in aiding students by giving them work in the laboratories to the amount of from

fifty to seventy-five dollars per year, the number of students could be very materially increased, much to the advantage of the college.

Of the class graduating in 1904 twenty-nine secured hospital or other posts, while the other two could have had such posts if they desired to take them. Of the class which will graduate the coming June, every man who desired has already secured a post as resident physician in some hospital, or a college position. In addition there have been many positions coming to our notice for which there are no candidates. No college in the country offers such opportunities for this most valuable post-graduate training.

For the first time in Ohio examinations have been made for admission to practice in this state. It is very gratifying that in these examinations in June past, the members of the class of 1904 at Western Reserve headed the list of those graduating from Ohio colleges.

Very respectfully,

B. L. MILLIKIN, Dean.

REPORT OF THE DEAN OF THE FRANKLIN T.  
BACKUS LAW SCHOOL.

The year now coming to a close has been much the most prosperous year of the Law School.

The catalogue enrolls one hundred and twenty-six students, but several students entered after the catalogue went to press, and the total enrollment for the year was one hundred and twenty-nine. Twenty-four Colleges and Universities are represented in the student body, and sixty five per cent of the students have had college training.

The finances of the School were never in so satisfactory condition. For the first time in its history, the income of the school has been equal to its current expenses. Were it not for the large item of interest upon the indebtedness on the building and library it would be possible to make material reduction in the indebtedness of the School each year.

The School has suffered great loss in the deaths of Judge White and Judge Pennewell.

Judge Pennewell began his work with the opening of the School. So far as we now recall he did not miss more than two lectures during the entire thirteen years of his connection with the School. His lectures were so thoroughly prepared and admirably delivered as to have made him a source of great strength to the School.

Judge White began his work in the School in its second year. He immediately made himself dearly beloved of the students attending his classes, and brought into the life of the school elements of enthusiasm for the work and love of the profession, that did much towards bringing the School to whatever excellence it has attained. He was also one of the largest contributors to the finances of the School, and all the money due him for teaching he contributed to the payment of tuition of students needing aid.

The indebtedness of the Law School and the University to such men cannot easily be overestimated.

Respectfully submitted,

E. H. HOPKINS, Dean.



## REPORT OF THE DEAN OF THE COLLEGE OF DENTISTRY.

In 1892-3 the Faculty consisted of nine members and the student body of twenty-one. This year the Faculty consists of eighteen members, and the student body of seventy-nine, divided viz.: Seniors thirty-three, Juniors eighteen, Freshmen twenty-eight. The first class was graduated in 1894 and contained four members; the class this year has thirty-three.

Ten Freshmen are graduates from high school and four in the upper classes came from different dental colleges to complete their study here.

Students this year are from Ohio, Pennsylvania, New York, Washington, Canada and South America; very many of them have registered for next year.

Our term consists of thirty weeks of six days each, exclusive of holidays, and the course is three years.

Seniors work forty hours per week, Juniors work forty-two hours per week, Freshmen work forty hours per week.

Changes in the Faculty include the resignations of Professors Wilson, Whitslar, Price and Henry, all valuable members. Prof. Frank Acker has been appointed to the chair of Dental Pathology, Prof. Frank M. Casto to the chair of Orthodontia, Prof. Howard D. Haskins to the chair of Chemistry (assisted by Mr. Cecil Orville Witter), Mr. William T. Arnos lectures on Dental Jurisprudence, Dr. Arthur Ira Brown is demonstrator of Operative Dentistry.

Two of the original Faculty still remain and most of our other teachers are from our own alumni.

The operatories and laboratories are open during the term only from 9:30 A. M. to 4:30 P. M. Here the clinical work consists of treating aching and diseased teeth, diseases of the oral cavity, surgical operations, neuralgia, filling, crowns, bridges, porcelain inlays, partial and full artificial dentures, cleft-palate, obturators, extracting, etc. Many who come to these clinics are charity patients.

About ninety of the three hundred of Alumni are practicing their profession in this city or suburbs. Those who have gone to other States have passed the respective State Board of Dental Examiners. All graduates have joined the Alumni Association, which meets annually for clinics and papers by members.

The Wilsonian Dental Society is composed of students who meet every month during the term.

A few books and specimens have been given, but we need more of each. We cordially invite our friends to donate specimens for our museum, and dental, medical and scientific books for our library.

We have secured a good reputation at home and abroad, but we must continually improve in order to maintain it.

The Dean desires to express his appreciation of the efforts of the gentlemen composing the Faculty who have labored so earnestly to make this department a credit to the University.

Respectfully submitted,

HENRY LOVEJOY AMBLER, Dean.

## REPORT OF THE DEAN OF THE LIBRARY SCHOOL.

This is the first year of the School and only the Junior course has thus far been offered. The following table shows the subjects and regular and special students in each for the academic year closing June, 1905:

Course.	No.	Subjects.	STUDENTS		
			Regular.	Special.	Total.
Bibliographic	1	Reference work . . . . .	14	6	20
"	2	Trade and National bibliography . . . . .	13	..	13
"	1	General and special bibliography . . . . .	14	1	15
"	1	Selection of books . . . . .	14	6	20
"	1	Library publications . . . . .	13	..	13
"	1	History of the printed book . . . . .	13	..	13
Technical. . . .	1a-b	Classification . . . . .	14	6	20
" . . . .	1a-b	Cataloguing . . . . .	14	4	18
" . . . .	1	Public documents . . . . .	13	4	17
" . . . .	1	Loan systems . . . . .	14	..	14
" . . . .	1a-d	Library records . . . . .	14	..	14
" . . . .	1	Library office . . . . .	14	..	14
" . . . .	1	Bookbinding and repair . . . . .	13	2	15
Administrati'n	1-3a	Library organization . . . . .	14	..	14
" . . . .	7a	Library reports . . . . .	14	..	14
" . . . .	1	Library history and legislation . . . . .	14	..	14
" . . . .	1	Assistance to readers . . . . .	14	2	16
" . . . .	1	Work with children . . . . .	14	3	17
" . . . .	1	Library Commissions . . . . .	14	..	14

\*Special students are those already employed in Library work in the Cleveland library who enter for a part of the course. Both regular and special students are required to pass an entrance examination.

The school opened with a total of 29 students, two of whom were on leave of absence from their respective libraries and were obliged to return to them before the close

of the academic year. Of the remaining 27 students, 21 have had some previous library experience and 18 have had partial or complete training; eleven of the number hold degrees.

The colleges represented are as follows:

Smith College .....	1
Columbia University .....	1
University of Chicago .....	1
Oberlin .....	3
Leland Stanford Jr. University .....	1
University of Minnesota .....	1
Ohio State University .....	1
Wells College .....	1
Adelbert College .....	2
W. R. U. College for Women .....	6

24 students are from Ohio, 2 from Iowa, 1 from Dakota, 1 from Minnesota and 1 from Wisconsin.

Instruction has been carried by a teaching force of four resident instructors, two of whom have given partial time only, and eight non-resident instructors and lecturers who are engaged in active library work and are recognized specialists in their several fields. Upon the resignation of Miss Esther Crawford at the end of the first semester, Miss Julia Whittlesey succeeded to the work of instruction in cataloguing.

Opportunity for observation and practical work has been afforded to students in connection with the Hatch Library, and the Cleveland Public Library, branches and sub-stations. During the Easter recess a number of the students accompanied by the Head-instructor visited the libraries of Washington, Baltimore, Philadelphia and Pittsburgh. Such study and observation, together with practical work in the libraries are deemed a very essential feature of the course.

*Equipment:* The main, and part of the second floor in the South wing of Adelbert Hall have been fitted up for Study Hall, lecture room, offices and cloak rooms. A reference library for the school is being gradually collected, the main part of the research work, however, for the bibliography and reference courses has necessarily been done by the students at the Hatch library. Books for other courses, such as Book selection, Cataloguing, Classification, and Public documents, have been delivered from the Public Library. In addition, a collection of 500 books purchased for the projected East branch of the Public Library have been loaned to the School. A complete equipment for hand bookbinding has been added, and a beginning has been made in the collection of material for a bibliothecal museum and statistical and other data auxiliary to the various technical courses.

Plans are under consideration for opening a sub-branch of the Public Library in this building, which will serve as the experiment station of the School in the work in Library organization and in cataloguing, classifying and other records involving technical knowledge.

All of the students have obtained positions for the ensuing year and the senior course will therefore be deferred until September, 1906. A number of the students have signified a desire to complete the full course at a future time when they may be better able to meet the financial expense. Meanwhile it is a fact that the experience of practical work in a good library and under the real conditions of competition will be of great benefit before undertaking the more advanced work of the Senior year.

Respectfully submitted,

WM. H. BRETT,  
Dean.

# REPORT OF THE LIBRARIAN OF ADELBERT COLLEGE.

The book funds of the library for the year 1904-05 consisted of the following: \$2,000, the third installment of the five-year pledge mentioned in previous reports; \$1,000, appropriated in the budget, May, 1904; \$500, from Hon. John Hay, to be used in the purchase of *Hansard's Parliamentary Debates*; \$100, from Mr. S. L. Severance, for the department of Church History. The library committee, at a meeting held Oct. 14, 1904, divided as follows the \$3,000 whose purpose was not specified: Chemistry, \$100; Biology, \$125; Romance Languages, \$250; Economics, \$150; German, \$200; Philosophy, \$150; Physics, \$100; English, \$200; History, \$200; Church History, \$100; Geology, \$25; Mathematics, \$25; Latin, \$200; Greek, \$200; Library Committee, \$725; Binding, \$250.

Additions to the library are as follows:

	Volumes.	Pamphlets.
By gift .....	385	783
By purchase .....	2,091	
	<hr/> 2,476	<hr/> 783
Volumes in library, May 1, 1904.....	48,538	
Volumes in library, May 1, 1905.....	51,014	

This is inclusive of the Kirtland Collection of 2,160 volumes, received on deposit several years ago, and exclusive of 50 unbound volumes of periodicals not recorded in the accessions-book, and 71 volumes in duplicate (gifts) received during the year. There are approximately 11,000 pamphlets now in the library.

In the autumn of 1904 there was deposited in the library a fine oil painting of Mr. Henry R. Hatch, the work of the well-known artist, Mr. J. Colin Forbes.

Following is a list of donors of books and pamphlets from May 1, 1904 to May 1, 1905:

- |   |   |
|---|---|
| Adams, Charles Kendall.                               | Boston Public Library.                          |
| Adams, Henry B.                                       | Boston University.                              |
| Adelphi College.                                      | Bourland, B. P.                                 |
| Aikins, H. A.   | Bowdoin College.                                |
| Alabama Geological Survey.                            | Bradley Polytechnic Institute.                  |
| Alabama, University of.                               | Brigham Young College.                          |
| Alfred University.                                    | British Museum.                                 |
| American Board of Commissioners for Foreign Missions. | Brown University.                               |
| American Congregational Association.                  | Bryan, F. C.                                    |
| American Marathi Mission.                             | Bryn Mawr College.                              |
| American Museum of Natural History.                   | Buchtel College.                                |
| American Peace Society.                               | Bucknell University.                            |
| American Protective Tariff League.                    | Buenos Aires, Universidad de.                   |
| Ames Botanical Laboratory.                            | Burgersdijk & Niermans.                         |
| Amherst College.                                      | Burton, T. E.                                   |
| Andover Theological Seminary.                         | Butler College.                                 |
| Antioch College.                                      | Buttrick, Dr. Wallace.                          |
| Arizona, University of.                               | California, University of.                      |
| Armour Institute of Technology.                       | Cambridge Episcopal Theological School.         |
| Armstrong Association.                                | Cambridge Public Library.                       |
| Arny, H. V.   | Canada—Geological Survey.                       |
| Auburn Theological Seminary.                          | Canada—Department of the Interior.              |
| Avery, Elroy M.                                       | Canisius College.                               |
| Balch, E. S.  | Capital University.                             |
| Baldwin University.                                   | P. P. Caproni & Brother.                        |
| Barber, Edgar M.                                      | Carleton College.                               |
| Barton, James L.                                      | Carnegie Free Library Club.                     |
| Bauslin, Rev. David H.                                | Carnegie Institute of Washington.               |
| Bayerischer Gymnasiallehrverein.                      | Carthage College.                               |
| Baylor University.                                    | Case School of Applied Science.                 |
| Bellevue College.                                     | Catholic Educational Association.               |
| Beloit College.                                       | Catholic University of America.                 |
| Bemis, E. W.  | Central Institute, Cleveland.                   |
| Berea College.  | Central University of Kentucky.                 |
| Berean Manual Training and Industrial School.         | Charleston, College of.                         |
| Berkley Divinity School.                              | Chicago Historical Society.                     |
| Bolton, Mrs. Sarah K.                                 | Chicago School of Architecture.                 |
| Boston Board of Overseers of the Poor.                | Chicago, University of.                         |
| Boston Book Company.                                  | Chickering & Sons.                              |
| Boston Museum of Fine Arts.                           | Chile, Universidad de.                          |
| Boston Normal School of Gymnastics.                   | Church, J. E.                                   |
|   | Cincinnati, University of.                      |
|   | Clark University.                               |
|   | Clarkson Memorial School of Technology.         |
|   | Clemson Agricultural College of South Carolina. |

- Cleveland—Board of Education. Ely, Richard T.  
 Cleveland—Board of Public Serv- Emerson, O. F.  
 ice. Emerson College of Oratory.  
 Cleveland Public Library. Epworth University.  
 Cleveland United Trades and Fielde, Adele M.  
 Labor Council. Findlay College.  
 Clough, Edward L. Fisher, Irving.  
 Coe College. Fletcher Memorial Library.  
 Colby College. Fort Worth University.  
 College Entrance Examination Fowler, H. N.  
 Board. Franklin & Marshall College.  
 College of the Northwestern Uni- Frederiksen, Ditlew M.  
 versity. Fuller, A. L.  
 Colgate University. Gallinger, Hon. J. H.  
 Colorado College and Cutler Gardiner, Charles A.  
 Academy. George Washington University.  
 Colorado Fuel and Iron Company. Georgia, University of.  
 Colorado School of Mines. Gilson, N. S.  
 Colorado, University of. Ginn & Co.  
 Columbia University. Green, Samuel A.  
 Columbian University (Washing- Groton Farmers' and Mechanics'  
 ton, D. C.). Club.  
 Columbus Public School Library. Gruener, H.  
 Commonwealth Society. Gustavus Adolphus College.  
 Conant, William C. Haines, T. H.  
 Connecticut—Bureau of Labor Halsted, George Bruce.  
 Statistics. Hampton Normal and Agricul-  
 Connecticut—State Board of tural Institute.  
 Charities. Hanna, H. H.  
 Cornell College. Haring, H. A.  
 Cornell University. Harper & Brothers.  
 Cornell University—Medical Col- Harris, Charles.  
 lege. Hart, Chas. Henry.  
 Creighton University. Hartford Theological Seminary.  
 Curtis, M. M. Harvard University.  
 Curtis, W. E. Haverford College.  
 Cushing, H. P. Hawaiian Evangelical Association.  
 Dayton—Public Library and Mu- Hay, John.  
 seum. Hebrew Union College.  
 Degener, F. W. Heidelberg University.  
 Delaware College. Hillsdale College.  
 DePauw University. Hobart College.  
 Detroit College. Hochschul-Nachrichten.  
 District of Columbia—Public Horstmann, Rt. Rev. Ignatius F.  
 Library. Howard University.  
 Doane College. Illinois—Bureau of Labor Statis-  
 Drexel Institute—Library School. tics.  
 Dunn, Jacob Piatt. Illinois College of Law.  
 Dynes, J. H. Imperial Insurance Co.  
 Elgutter, Chas. S. Indiana University.  
 Ellis Publishing Co. Iowa College.  
 Elmhurst College. Iowa, State University of.



- Japan Club of Harvard University.  
 Japan—Imperial Commission of  
   the Louisiana Purchase Expo-  
   sition.  
 Jersey City Free Public Library.  
 Jewish Publishing Society of  
   America.  
 John B. Stetson University.  
 John Crerar Library.  
 Johns Hopkins University.  
 Jones, Rev. J. P.  
 Kalamazoo College.  
 Kansas State Normal School.  
 Kansas, University of.  
 Kummer, E. W.  
 Lake Forest University.  
 Lake Mohonk Conference.  
 Lane, Rufus K.  
 Lane Theological Seminary.  
 Lawrence University.  
 Lehigh University.  
 Leipzig University.  
 Leland Stanford Junior Univers-  
   ity.  
 Lewis Institute.  
 Liberty Press.  
 Lille, Université de.  
 Lima College.  
 Loubat, Joseph, Duc de.  
 Louisiana State University.  
 Mabery, Chas. F.  
 Macalester College.  
 McCormick Theological Seminary.  
 MacCracken, Chancellor Henry M.  
 Macdougall, Robert.  
 McKim, Randolph H.  
 Maine—Bureau of Industrial and  
   Labor Statistics.  
 Marietta College.  
 Mary E. Crawford Students'  
   Christian Science Association,  
   Cleveland.  
 Mason, Lewis D.  
 Massachusetts — Highway Com-  
   mission.  
 Massachusetts Institute of Tech-  
   nology.  
 Massachusetts, State of.  
 Massachusetts—State Board of  
   Conciliation and Arbitration.  
 Massachusetts Thirteenth Regi-  
   ment.  
 Mather, Mrs. Samuel.  
 Meadville Theological School.  
 Merck, E.  
 Metzenbaum, Myron.  
 Michigan—Bureau of Labor.  
 Michigan Academy of Science.  
 Michigan College of Mines.  
 Michigan—Geological Survey.  
 Michigan, University of.  
 Minnesota, University of.  
 Mississippi University.  
 Missouri—Commission to the  
   Louisiana Purchase Exposition.  
 Missouri, University of.  
 Moore, John Bassett.  
 Morley, E. W.  
 Mount St. Mary's College.  
 National Cash Register Co.  
 National Civil Service Reform  
   League.  
 National Committee of Audubon  
   Societies.  
 National Educational Association.  
 National Municipal League.  
 Nebraska Public Library Commis-  
   sion.  
 Nebraska, University of.  
 Nevada, University of.  
 New England Anti-vivisection  
   Society.  
 New Jersey—Geological Survey.  
 New Jersey, State of.  
 New Jersey, State Library.  
 New Mexico, Territory of.  
 New Mexico, University of.  
 New York, College of the City of.  
 New York Latin Club.  
 New York Law School.  
 New York Reform Club.  
 New York—State Department of  
   Labor.  
 New York University.  
 New York—University Club.  
 New York, University of the  
   State of.  
 Newton Theological Institution.  
 Niagara University.  
 North Carolina, University of.  
 North Dakota, University of.  
 Northwestern University.  
 Northwestern University—Acad-  
   emy.

- Notre Dame, University of.  
 Oberlin College.  
 Octavia Hill Association.  
 Ohio Archaeological and Historical Society.  
 Ohio—Board of State Charities.  
 Ohio—Bureau of Labor Statistics.  
 Ohio College Association.  
 Ohio—Geological Survey.  
 Ohio State Library.  
 Ohio State University.  
 Ohio University.  
 Ohio Wesleyan University.  
 Oregon Agricultural College.  
 Oregon, University of.  
 Osborne, Hartwell.  
 Outlook Co.  
 Pacific Theological Seminary.  
 Padova, R. Università.  
 Paris, Université de.  
 Paxon, Frederic L.  
 Peabody Education Fund.  
 Pennsylvania, University of.  
 Perrin, Bernadotte.  
 Miss Phelps Collegiate School for Girls.  
 Philippine Bureau of Education.  
 Philippine Civil Service Board.  
 Philippine Weather Bureau.  
 Phillips Academy, Andover.  
 Platner, S. B.  
 Portugal—Department of Public Instruction.  
 Potwin, L. S.  
 Pratt Institute Free Library.  
 Presbyterian College of South Carolina.  
 Presbyterian Hospital of the City of New York.  
 Presbyterian Synod of Illinois.  
 Princeton University.  
 Providence Public Library.  
 Queen's College and University.  
 Queen's University—School of Mining.  
 Reserve Weekly Board.  
 Reynold's Library.  
 Rhode Island—Bureau of Industrial Statistics.  
 Rhode Island Normal School.  
 Rhodes, J. F.  
 Ripon College.  
 Robb, Hunter.  
 Robertson, James A.  
 Rochester Theological Seminary.  
 Rochester, University of.  
 Rockford College.  
 Rollins College.  
 Rose Polytechnic Institute.  
 Rostock, Landes-Universität von.  
 Rowland, Dunbar.  
 St. Andrews University, Scotland.  
 St. Charles College.  
 St. Edward's Hall, University of Notre Dame.  
 St. Ignatius College, Chicago, Ill.  
 St. Ignatius College, Cleveland, O.  
 St. Ignatius College, San Francisco, Cal.  
 St. Lawrence University.  
 St. Louis Civic Improvement League.  
 St. Olaf College.  
 St. Xavier College.  
 San Francisco Theological Seminary.  
 Severance, L. H.  
 Shady Side Academy.  
 Sheldon, W. D.  
 Siamese Royal Commission to Louisiana Purchase Exposition.  
 Simmons College.  
 Smith College.  
 Smithsonian Institute.  
 Société des Americanistes de Paris.  
 South Dakota, University of.  
 Stechert, G. E.  
 Sutphen, Rev. Paul Frederick.  
 Swarthmore College.  
 Syracuse University.  
 The Temple, Cleveland.  
 Texas, University of.  
 Thomas, Calvin.  
 Thomas S. Clarkson Memorial School of Technology.  
 Thwing, C. F.  
 Tower, O. F.  
 Trinity College.  
 Tufts College.  
 Tuskegee Institute.  
 Union Theological Seminary.  
 Union University.  
 United States Government.

Universal Peace Congress.	Welles, C. S.
University of the South.	Wells College.
University School, Cleveland.	Wesleyan University.
Upper Iowa University.	W. R. U.—Class of 1905.
Ursinus College.	W. R. U.—Adelbert College—
Utah, University of.	Class in English I (1905).
Vaile, E. O.	W. R. U.—Adelbert College—
Vanderbilt University.	Class in Finance (1903).
Verband Schweizerischer Ver-	Western Theological Seminary.
kehrsvereine.	White, J. G.
Vermont, University of.	Whitman, William.
Vincent, J. E.	William Jewell College.
Virginia, University of—College	Williams College.
of Medicine.	Winona Assembly and Schools.
Voelkel, T.	Wisconsin—Free Library Commis-
Washburn College.	sion.
Washington and Jefferson College.	Wisconsin—Tax Commission.
Washington College.	Wisconsin University.
Washington State Library.	Wisconsin University Library.
Washington University.	Wittenberg College.
Waynesburg College.	Yale University.
Welcker, Adair.	York Collegiate Institute.

During the fall and winter of 1904 a great deal of annoyance was caused by students removing books from the reserve shelves without charge, and retaining such books for long periods. It was decided, finally, to put sliding doors on the cases containing the reserve shelves. As these doors are locked whenever the reference room attendant leaves the reserve alcove, little trouble has been experienced since this improvement was made. At its fall meeting the library committee put itself on record as opposed to the practice of buying with library funds duplicate copies of text books for supplying class references and collateral reading.

At the beginning of the year the library was seriously crippled in its administrative work owing to the very small appropriation made for assistance. Fortunately we were enabled to obtain the services of Miss Winifred A. Riggs, class of 1901, College for Women, for a period of six weeks in October and November, and of Miss Eleanor E. Caldwell, for the month of December. Since January 1, 1905,

Miss Olive Spengler, of the class of 1903, College for Women, has been regularly employed. It can be readily understood that this continual changing of assistants during the course of the college year, is not conducive to the best work, and that the sum to be spent for such purposes should be appropriated before the beginning of the college year, if possible. Only in this way can the librarian do justice to the library and to himself in the work of administration.

For many years the library has made use of a charging system involving the use of a ledger and double card entry. The use of such a primitive system was made possible by our small daily circulation. The advantages of the most rapid, labor-saving systems are denied us because of the lack of a shelflist and proper shelf numbers for so large a part of our books, and the lack of book pockets and book cards. As the insertion of book pockets and the making of book cards would be an expensive process for a library as large as ours, it has seemed best to wait until such a time as a completed shelflist and the final revision of book-numbers would make it possible to do such work once for all time. However, as an experiment in economizing labor, it was decided to dispense with the ledger entry. The new arrangement has worked very well thus far.

The opening of the Library School has brought a new element into the circle of library activities. The librarian, as instructor in the new school, has given courses in reference work and trade bibliography. These courses have furnished a rather searching test of our resources, and while they have shown us serious gaps in our collection, yet on the whole they have strengthened our conviction that the college library will compare favorably with that of any similar institution in this section of the country.

The most important addition of the year was unquestionably *Hansard's Parliamentary Debates*, 1803 to 1894,

the purchase of which was made possible by the generosity of Hon. John Hay. Another valuable gift was a handsome set of the *Historians' History of the World*, presented by The Outlook Co. Worthy of note are the numerous and valuable publications of the Library of Congress, which come to us from month to month. The most interesting gift from this source is a set of the *Journals of the Continental Congress, 1774-1789*, now in the course of publication. To Mr. William E. Curtis the library is indebted for two interesting gifts: a small collection of old coins, and bricks of tea from Hankow, China.

We have been able to subscribe to the new edition of *Muratori's Rerum Italicarum Scriptores*, edited by Carducci and Fiorini. The acquisition of this monumental set will be a distinct addition to our growing collection of source works in European history. The appropriation of \$100 to the department of Church History, and the gift of a similar sum from Mr. S. L. Severance, have made it possible to fill many gaps in this field and in that of medieval history and civilization. Carefully planned lists have been submitted by the head of the department, and the orders have already been placed. The Greek department has added texts and word indices of authors as rapidly as its funds would allow. Our collection of Greek texts is by no means satisfactory.

A few additions worthy of note are the following:

PHILOSOPHY—Goldscheid—Zur Ethik des Gesamtwillens; Runze—Katechismus der Religionsphilosophie; Sedgwick—Man's position in the Universe; Zimels—Hume's Lehre vom Glauben; Quast—Begriff des Belief beim David Hume; Liebe—Fechners Metaphysik; Höffding—Philosophische Probleme; Grotenfelt—Wertschätzung in der Geschichte; Stein—Sinn des Daseins; Sorley—Recent tendencies in Ethics; Kingsland—Man and his en-

vironment; Weininger—*Geschlecht und Charakter*; Schopenhauer—*Sämmtliche Werke*, ed. Frauenstädt, 6 volumes; Hall—*Adolescence*, 2 volumes; Wundt—*Principles of physiological psychology*, (as published); Aristotelian Society proceedings, 7 volumes; Spencer—*Autobiography*, 2 volumes; Gomperz—*Greek thinkers*, 3 volumes; Turner—*History of philosophy*; Van Becelaere—*La philosophie en Amerique*.

HISTORY—Hansard's Parliamentary debates, 1803-1894, 446 volumes; Historians' History of the world, 25 volumes; Thurloe—*Collection of state papers*, 7 volumes; Whitelocke—*Memorials*; Rushworth—*Historical collections*, 8 volumes; Earl of Hardwicke—*Miscellaneous state papers*, 2 volumes; The Verney papers; Ellis—*Original letters illustrative of English history*, 11 volumes; George III—*Correspondence with Lord North*, 2 volumes; Cromwell—*Letters and Speeches*, 3 volumes; D'Ewes—*Journal*, 1693; Shahan—*Middle Ages*; Gregorovius—*History of Rome in the Middle Ages*, 8 volumes; Hart—*American Nation*, (as published); Cambridge Modern History, (as published). Journals of the Continental Congress, (as published).

GERMAN—An attempt has been made to do three things, namely, to add the works of early nineteenth-century writers not on our shelves, to complete our collections of many authors already represented, and to obtain the works of certain contemporary writers of note. Several hundred volumes have been added, a large number of them at second hand and at a comparatively small cost. Among the authors represented may be named the following: Anzengruber, Arnim, Baumbach, Becker, Böhlau, Busch, Busse, Collin, Dingelstedt, Fontane, François, Franzos, Freytag, Gaudy, George, Gerstäcker, Gilm, Görres, Grabbe, Griepenkerl, Grimm, Halbe, Hansjakob, Heinrich and Julius Hart, Heb-



bel, Hensel, Herwegh, Hirschfeld, Hofmannsthal, Houwald, Ricarda Huch, Hugo, Iffland, Immermann, Keller, Kerner, Kinkel, Kosegarten, Kotzebue, Isolde Kurz, Hermann Kurz, Laube, Liliencron, Lorm, Mosen, Müllner, Mundt, Nestroy, Nietzsche, Oehlenschläger, Ompteda, Raabe, Gabriele Reuter, Riehl, Roquette, Ruge, Saar, Scherenberg, Schlaf, Schwab, Seidel, Spitteler, Steffens, Stieler, Stifter, Sudermann, Tiedge, Varnhagen von Ense, Vetter, Viebig, Vischer, Waiblinger, Weber, Wilbrandt, Wildenbruch, Wolff, Wolzogen, Zedlitz.

ITALIAN—Dante—*Divine Comedy and New Life*, trans. by Norton, 4 volumes; Moore—*Studies in Dante*, 3 volumes; *Le Cento novelle antiche*; Boccaccio—*Laberinto d'amore*; Lando—*Forciana questiones*; Malespini—*Ducento novelle*; *Raccolta di novellieri italiani*, 2 volumes; Annunzio—*Francesca da Rimini*; Guingené—*Histoire littéraire d'Italie*, 10 volumes; Giraldi Cinzio—*Degli hecatomithi*, 2 volumes; Firenzuola—*Opere*, 5 volumes; Gualteruzzi—*Libro di novelle*; Negri—*Fatalità, and Tempeste*; Sacchetti—*Novelle*, 2 volumes; Gentile Sermini—*Novelle*; Bandello—*Novelle*, 4 volumes; Folengo—*Novelle*, 3 volumes; Scartazzini—*Enciclopedia Dantesca*, 3 volumes; Kraus—*Dante*; Dante—*Tutti le opere*, ed. Moore; *Archivio glottologico italiano*, 12 volumes.

SPANISH—*Comedia de Calisto y Melibea*, two editions; Cueto—*Historia crítica de la poesia castellana*, 3 volumes; Rouanet—*Coleccion de autos, farsas y coloquios del siglo XVI*, 4 volumes; Montemayor—*Diana*, 1745; Cean-Bermudez—*Diccionario histórico de los profesores de las bellas artes en España*, 6 volumes; Roxas—*El viaje entretenido*, 2 volumes; Montalvan—*Para todos*; Menendez Pidal—*Manual elemental de gramática histórica española*; Real Academia Española—*Diccionario de la lengua castellana*; Ochoa—*Tesoro del teatro español*, 5 volumes; Böhl von

Faber — Teatro español; Böhl von Faber — Floresta de rimas antiguas castellanas, 3 volumes; Muñoz y Rivero — Paleografía visigoda; Muñoz y Rivero — Manual de paleografía diplomática española; Ewald & Loewe — Exempla scripturae visigoticae; Schott — Hispania illustrata, 4 volumes; Cervantes — Don Quixote, the Pellicer edition of 1797, the Ibarra edition of 1780, and the Tonson edition of 1738; Rius — Bibliografía crítica de las obras de Cervantes, 2 volumes; Navarrete — Vida de Cervantes; Pérez Pastor — Documentos Cervantinos, 2 volumes; Asensio y Toledo — Nuevos documentos para ilustrar la vida de Cervantes; the collected works of Pereda, Perez Galdos, Valdés, Valera, Breton de los Herreros, Juan de Mena, Sant Jordi; and single works of Miguel de Castro, Negueruela, Urrea, Altamira, Nuñez de Arce and Luis de Miranda.

GEOLOGY — Walther — Gesetz der Wüstenbildung; Suess — Face of the Earth, (as published); Chamberlin and Salisbury — Geology; Eakle — Mineral Tables. Several of our sets of state reports have been brought nearer to completion by the purchase of volumes which were lacking. The sets which have been added to in this way are the reports of the geological surveys of California, New York, Pennsylvania, Missouri, and Arkansas.

REFERENCE WORKS AND BIBLIOGRAPHY — Granger — Index to Poetry and Recitations; Strong — Exhaustive Concordance to the Bible; Cheyne and Black — Encyclopædia Biblica, 4 volumes; Muret-Sanders — Encyclopädisches Wörterbuch der englischen und deutschen Sprachen, large edition, 4 volumes; Fortescue — Subject Index to Modern Works added to the library of the British Museum, 1881-1900, 3 volumes; Conrad — Handwörterbuch der Staatswissenschaften, 7 volumes; Growoll — Three Centuries of English Booktrade bibliography; Nordisk Boghandler-



tidende, 1903; Nederlandsche bibliographie, 1903; Bibliographie de Belgique, 1903.

MISCELLANEOUS—Vallery Radot—Life of Pasteur, 2 volumes; Carvalho—Forty centuries of ink; Martin—Record interpreter; Dexter—Weather influences; White—Warfare of science with theology, 2 volumes; Fresenius—Quantitative Chemical Analysis, 2 volumes; Furtwängler & Reichhold—Griechische Vasenmalerei; Sandys—History of Classical Scholarship; Hurst—History of the Christian Church, 2 volumes; De Vries—Varieties and species; Samuel Johnson—Dictionary of the English language, 4th edition, 1773, 2 volumes; Emerson—Complete Works, Centenary edition, 12 volumes; Farmer & Henley—Slang and its analogues, 7 volumes; George Meredith—Novels, 15 volumes; Smith—Elizabethan Critical Essays, 2 volumes; Theophile de Viau—Oeuvres complètes, 2 volumes; Mistral—Lou tresor dou Felibrige, 2 volumes; Luis de Camoens—Obras, ed. and trans. by Sir Richard Burton, 6 volumes; Robertson—History of German literature; Cappelli—Dizionario di abbreviature latine ed italiane; Roby—Roman private law, 2 volumes; Cucheval—Histoire de l'éloquence romaine, 2 volumes; Howard—History of Matrimonial Institutions, 3 volumes; Ostrogorski—Democracy and the origin of political parties, 2 volumes; Murphy—Problems of the Present South; Adams and Sumner—Labor Problems; Freund—Police Power; Ohio Municipal Code, new ed. by Ellis.

Respectfully submitted,

EDWARD C. WILLIAMS.

Librarian.

## REPORT OF THE LIBRARIAN, COLLEGE FOR WOMEN.

The growth of the library has been steady this past year. The addition of four large floor cases will relieve the crowded condition of the shelves, and will provide for the shelving of accessions to the library for several years.

Among the volumes purchased from the Carrie F. Butler Thwing fund may be noted the following:

The Century edition of Emerson's works, 12 volumes; A. B. Hart, editor, The American Nation, Group I, The Foundations of the Nation; Letters and Speeches of Oliver Cromwell, 3 volumes; Thiers, The Consulate and the Empire, 12 volumes; John Ruskin, complete works, 26 volumes; Thistle edition of R. L. Stevenson, 26 volumes; Traill's Social England, King Edward edition, 6 volumes; Garnett and Gosse, History of English Literature, 4 volumes.

The gift of Miss Mary L. Southworth of 28 volumes, contains among others, the following:

Henry Adams, History of the United States, 9 volumes; Kluge, Geschichte der deutschen national Litteratur, 2 volumes; Stache, Deutsche Geschichte, 2 volumes; Koenig, Deutsche Litteratur geschichte; Lübke, History of Art, 2 volumes; Weigand, Deutsches Wörterbuch, 2 volumes; Lecky, History of European Morals, 2 volumes; History of the Rise and Influence of the Spirit of Rationalism, 2 volumes.

To the French department have been added the following: George Sand, Oeuvres, 9 volumes; Daudet, Oeuvres, 28 volumes; Balzas, Oeuvres, 10 volumes; Bazin, Oeuvres, 6 volumes.

The German department has acquired the following valuable works: Steinhausen, Geschichte der deutschen Kultur; Breysig, Kulturgeschichte der Neuzeit, 3 volumes; Monographien zur deutschen Kulturgeschichte, 11 volumes.

Bryan's Dictionary of Painters and Engravers, 4 volumes has been the most important addition to the reference shelves.

The Harkness Biblical Library has acquired the following valuable accessions: Brinkley, The history, arts and literature of Japan and China, 12 volumes; The Jewish Encyclopedia, volumes 7, 8, 9; Ramsay, The Letters to the Seven Churches of Asia; Sabatier, Religions of Authority; Kelman, The Holy Land, painted by John Fulleylove.

The following is a list of donors of books and pamphlets:

Boardman, Mabel S.

Cleveland Public Library.

Fowler, H. N.

Fowler, Mrs. H. N.

Library of Congress.

The MacMillan Company.

Southworth, Mary L.

Thwing, Charles F.

W. R. U. Class 1906.

W. R. U.—College for Women—Folio Board 1905.

The statistics of additions to the library are as follows:

Clark Hall .....	415 volumes
Harkness Library .....	313 volumes
	<hr/> 728 volumes

Total number of volumes June, 1904...4,600

Total number of volumes June, 1905...5,328

During the year gifts in money amounting to \$470.46 have been received. From special examinations of students, \$82.00 has been credited to the Library Funds. The expenditures for books, periodicals and binding have amounted to \$549.03.

Respectfully submitted,

ANNA L. MACINTYRE,

Librarian.

## REPORT OF THE INSTRUCTOR OF PHYSICAL TRAINING, ADELBERT COLLEGE.

As Instructor of Physical Training and Director of the Gymnasium, I submit a report for the college year of 1904-5.

During the month of October all members of the Freshman Class were given a thorough physical examination—in the cases of four of the men, defects were discovered for which it was deemed advisable to excuse them from the regular work. The balance of the men were in good condition, physically. The regular gymnasium work began November 1st—work being required three hours per week.

The following equipment has been added to the department: A double-heavy scales, spring board, volley-ball and indoor base ball outfits.

The aim of the work has been along lines similar to those outlined in the report of last year. During the second half year instruction in wrestling was given instead of boxing, as heretofore. This change was deemed necessary, owing to the lack of equipment for boxing.

The contest for the gymnasium prize consisted of six events, viz.: running, high jump, parallel bars, quarter mile run, rope climb for speed, German horse, half mile run. Fifteen men entered the contest. The highest men scored 87.6, 80.1, 77.9 per cent on the scale of 100.

The department is seriously handicapped by its supply of damaged and insufficient lockers. A thorough overhauling of all lockers would be appreciated by the department, as it is a source of continual annoyance through the loss of articles of athletic wear, money, etc.

Respectfully submitted,

E. VON DEN STEINEN,  
Instructor.

## REPORT OF INSTRUCTOR OF PHYSICAL TRAINING, COLLEGE FOR WOMEN.

At the beginning of the current year a Freshman class of eighty-nine girls was examined and seventy-seven of that number enrolled in the gymnasium classes.

The majority of these girls came to us from secondary schools, where physical training has been established. They were ready for more advanced and vigorous work, but our department could not fully meet that demand: first, because of its position over class rooms where every movement is disturbing to the instructor and his class; second, because of our lack of dressing and bath rooms.

The average college girl, especially during the winter months, takes no exercise except what is required of her in the gymnasium, and yet that little may not be given her as it should be.

There has been no change in the conduct of the department nor can there be until the necessary accommodations are afforded.

I would sincerely beg to convince the Board of Trust that a new gymnasium building is a crying need in the College for Women.

Respectfully submitted,

MARY GEORGE CLARK,

Director.

WESTERN RESERVE UNIVERSITY  
BULLETINS

—  
New Series

VOL. IX, No. 4  
SEPTEMBER  
1906

# Western Reserve University

REPORTS OF THE PRESIDENT  
AND FACULTIES

1905 - 1906



CLEVELAND, OHIO

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# Western Reserve University.

## REPORTS

OF THE

President and Faculties.



1905 - 1906.

CLEVELAND:  
PRESS OF WINN & JUDSON,  
1906.

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## ANNUAL REPORT

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*To the Trustees of Adelbert College of Western Reserve University and of Western Reserve University:*

I beg leave to submit a report for the academic year of 1905-6.

It becomes my duty to say that immediately after the Commencement of 1905 a member of these Boards, Mr. John Hay, died. He became a member in 1881. Of those who were members in the first year of Mr. Hay's service, only three remain (Honorable W. H. Upson, Dr. H. C. Haydn, and Mr. L. E. Holden.) To his membership in these Boards, Mr. Hay brought those great qualities of intellect, heart, will, conscience and of character which rendered his public career illustrious. Lucidity, a keen sense of righteousness, a deep appreciation of the value of education to the individual, to the nation and to the race, a constant spirit of helpfulness, and humility, were among the noble qualities which receive illustration in his membership as well as in his great career. As one of our associates has said of him in a paragraph of a worthy minute already adopted:

"He was profoundly interested in higher education, and until his removal from Cleveland bestowed upon the College much careful attention. He early foresaw the possibilities of growth and power, and strove to make it the centre of the intellectual life of the city. While independent of State and Church, he desired to have it become the wise coadjutor of both."

The attendance in each of the seven departments of the University for the present year, and for each of the preceding nine, is indicated in the following table:

	Adelbert College.	Col for Graduate Women. School.	Medical School.	Law School.	Dental Library School. School.	Total.
1896-97	162	128	27	127	68	598
1897-98	186	146	25	127	88	663
1898-99	182	183	25	109	106	701
1899-00	193	171	17	144	101	717
1900-01	198	210	18	131	102	761
1901-02	206	222	16	126	100	783
1902-03	212	244	25	95	95	785
1903-04	225	236	20	86	110	765
1904-05	250	242	11	71	126	808
1905-06	269	252	20	86	126	856

The University has, in attendance, reached its largest number. Under good conditions, the increase should continue to be, if not rapid, constant. The enlargement of the number of students is not to be desired except as the teaching staff is able to serve each student in the wisest methods unto the best results. The equipment, too, in the form of libraries, laboratories, and buildings, should be improved and enlarged in accordance with the increasing demands of the increase of students. The worth of the education which the University is distinguished for giving is never by reason of members or of other cause to be suffered to become impaired.

The increase, also, in the number of the members of the Faculties of the two undergraduate colleges, in the last fifteen years, has been great, but not so great as the increase in the number of students. The facts are as follows:

FACULTIES:  
ADELBERT COLLEGE:

	1890-1891	1905-1906
President .....	1	1
Professors .....	9	15
Assistant Professors .....	1	6
Instructors .....	4	8
Total Faculty and Instructors (1).....	15	30

## THE COLLEGE FOR WOMEN:

	1890-1891	1905-1906
President .....	1	1
Professors .....	11	15
Assistant Professors .....	1	3
Instructors .....	6	13
Lecturer in Hygiene .....	1	
Total Faculty and Instructors (2) .....	20	32

(1) In the above list of Faculty and Instructors of Adelbert College for the year 1905-06 are included, from the Faculty of the College for Women, two professors, one assistant professor, and one instructor.

(2) In the above list of Faculty and Instructors of the College for Women for the year 1890-91 are included, from the Faculty of Adelbert College, eight professors, one assistant professor, and two instructors: for the year 1905-06, three professors, and two instructors.

Of the twenty-nine members of the teaching staff of Adelbert College, one has served thirty-seven years, one thirty-six years, one thirty-five years, one twenty-one years, one twenty years, one eighteen years, one sixteen years, one fifteen years, two fourteen years, two thirteen years, one eleven years, three ten years, one nine years, two eight years, two five years, two four years, four three years, one two years, and two one year.

Of the thirty-one members of the teaching staff of the College for Women, five have served eighteen years, one sixteen years, one fifteen years, five fourteen years, two thirteen years, one twelve years, one eleven years, one ten years, one nine years, two eight years, one seven years, five three years, one two years and four one year.

Since the beginning of the academic year of 1890-91, in addition to those who are now members of the teaching staff of the two undergraduate colleges, seventy-two persons have served as teachers. These persons came into this University from a great variety of conditions, and, leaving this association, entered also into conditions quite as diverse.

Three came from Adelbert College, one each from Akron High School, Allegheny College, Anderson Normal School, Andover, Boston University, Bryn Mawr Preparatory School, Chittenden Military Academy and the College de France, Paris, two from Colorado College, seven from Columbia College, one from Cornell University, one from Duluth High School, two from Harvard College, one from the Hemenway Gymnasium, one from Iowa College Academy, two from Johns Hopkins University, one from the position of Director of the Cleveland School of Music, one from the position of teacher of Physical Culture, Rockville, Connecticut, two from the University of Berlin, one from the University of Berlin and the Sarbonne, five from the University of Chicago, one from the University of Erlangen, two from the University of Freiburg, one from the University of Strassburg, one from the University of Indiana, two from the University of Leipsic, one from the University of Michigan, one from the University of Nebraska, one from the University of Wisconsin, one from Vanderbilt University, three from Vassar College, one from the Woman's Medical College, Chicago, one from Wellesley College, one from Ogontz, Pennsylvania, one from Wittenberg College, one from Syracuse University, and two from Yale University. Leaving this University, one went to the Albany High School, one became President of Antioch College, one went to the University of Colorado, one went to Boston, Massachusetts, one went to her home in Brookline, Massachusetts, two became consulting engineers, three went to Columbia University, two to Cornell College, Iowa, one to Dartmouth College, one entered the diplomatic service, three went to Harvard College, one returned to Italy, two took up library work, one went to Wells College, three entered the Ministry, one went to Missouri Valley College, two to Princeton, one became Principal of the Painesville High School, one went to a private school in Buffalo,

one took up the study of law, two took up the practice of medicine, one went to St. Paul's School for Boys, New York City, one to Smith College, one went to the University of Alabama, four to the University of Illinois, one to the University of Kansas, one to the University of Nebraska, one entered the United States Bureau of Corporations, Washington, one went to Wesleyan University, five to Yale University, one to Ypsilanti Normal School, one to Wittenberg College, two died, and six women were married. The average length of the service of the teachers who have left us is six and six-tenths years.

The general causes of the retirement lay in the facts that the opportunities for promotion were not so promising in this as in the colleges and universities to which they were called. The cause occasionally lay in the lack of satisfaction with the service rendered by incumbents, but this cause was of infrequent occurrence. The great care exercised in the performance of the difficult duty of the selection of teachers usually precludes so untoward results.

Among the inferences to be deduced from these statements are:

First: The permanence of the tenure of a professorship.

Second: The temporary character of the term of other offices.

The general policy obtains of having one professor, and only one, in a single department. In undergraduate colleges of less than two hundred and fifty or three hundred students, this method is wise. But as the college increases in number of students, it will become wise to appoint more than one full professor in important subjects. This question has relation to the annual budget. For a full chair should represent a larger appropriation than an associate or assistant professorship. It also represents, it may be added, a more permanent tenure, and therefore a larger useful-

ness. For promotion would frequently result in its retention of desirable members of the teaching staff.

The method which is usually followed in making additions to the body of instructors is a good illustration of academic democracy. When it becomes evident that by reason of increasing need of instruction, or by reason of vacancies made or impending, additions should be made to the staff, the President calls the attention of the Faculty concerned to the fact. A committee is appointed at once by the Faculty to nominate a candidate. This committee enters upon its duties with the single idea of finding the best available man for the place. In this search, they usually use the methods of both correspondence and of personal conference. After what usually proves to be months of inquiry, the committee makes a report to the Faculty. This report, which is usually unanimous, is also usually and unanimously adopted by the Faculty concerned. The nomination thus made is sent by the President to a Committee of Trustees appointed to consider such matters. In the University, this committee is the Executive Committee. In Adelbert College, it is a Committee on Instruction. This Committee, after consideration, makes its report to the full Board and its report is usually a confirmation of the nomination offered by the Faculty. Such a method represents the democracy of academic government. It is a method in deep and vital contrast to that of the autocracy of the president,— a method which obtains in many colleges. For, in many colleges, the president virtually and actually selects the members of the teaching staff, conferring, if he will, with his associates of the Faculty. The Board of Trust usually sees fit to ratify the selection which he makes. The method produces good fellowship and complete sympathy. First, it interests the whole body of Trustees and of the Faculty, especially of the Faculty in the choice of members.

Second, it fosters a spirit of loyalty to the interests of the institution. Third, and most important, it gives assurance that the selection of teachers will prove to be more satisfactory than could obtain through any method of executive nomination. It is further to be said that, in the use of this method, good-fellowship and complete sympathy should prevail between each of the four bodies concerned in a nomination of the president. If the president be lacking in co-operation or any other members of the various bodies concerned be unwilling to work with their associates, disaster more or less grievous cannot be avoided. Sympathy is an important element in all executive and administrative affairs.

One who is closely engaged in the administration of an educational trust is in peril of failing to notice the changes which are occurring in important departments of his undertaking. The most important part of a university is the giving of instruction. The changes which have, in a quarter of a century, taken place in the content, methods, and conditions of teaching in many subjects have been great. I beg leave, therefore, to indicate to you some of these changes. The interpretation of these changes has been made through my request by members of the teaching staff in the undergraduate colleges.

In the department of Greek, it is noted by the Professor of Greek in Adelbert College that "Greek is not now required for entrance to any college. In most colleges it is not now required for the A. B. degree. The number of Greek students in high schools has been diminishing decidedly in the last few years. Elementary Greek is now taught in the majority of good colleges. There has begun a tendency to lay less stress on linguistics and more on appreciative study of the Greek literature, through comparative passages of English writing, etc. An examination of



the latest college editions,—in fact, high school editions, too,—shows this at once. There has also begun a distinct tendency toward the popularization of Greek by means of college courses open to those who have never studied the language, e. g. in Greek Life, illustrated by the stereopticon; in Greek Art, illustrated in the same way; or in the history of Greek Literature as studied in translation. A Greek professorship of the first class was filled not long ago by a man whose record has been confessedly that of popularizer rather than philologist. Two main causes have led to the decrease in the number of Greek students; (1) increasing objection to studying things that are not easy, (2) desire to study subjects which,—so it is imagined,—will help more directly in the making of money.”

By the Professor of Greek in the College for Women, it is also said: “In the teaching of Greek the general tendency during the past twenty-five years has been to lay less stress upon grammar and more upon history, comparative literature, antiquities, and archaeology. The same tendency has existed in the high schools, with the result that students now come to college with so little knowledge of grammar that the college teacher has to devote a considerable part of his time to instruction in the merest rudiments. In general, I should say that the instruction given in Greek covers a wider field than it did twenty-five years ago, but except in a few places, the work appears to be less thorough. This is in part due to the fact that the pupils (and their parents) do not recognize a task set by the teacher, whether in school or college, as something that must be done.”

The Professor of Latin in Adelbert College has written in respect to that subject as follows: “In answer to your request for my opinion about the changes in the teaching of Latin in the last twenty years, I fear that I have little to say that will be useful for your purpose. So far as my ex-

perience goes, there is little difference between good teaching then and now except in two particulars: first, that the wider knowledge of Roman antiquities and archaeology has considerably extended the instructor's field of illustrative material; second, that, on the whole, less emphasis is laid upon the grammatical side of language teaching and more upon what the Germans call *Realien*. It is frequently said that more emphasis is now laid upon the literary aspects of what is being read, but I think a good teacher always makes that important."

One of the Professors of English writes of the changes in that department: "Twenty-five years ago English literature was mainly taught by untrained men, as compared with those in other departments. A general interest in the subject was thought sufficient preparation for teaching English. It is now regarded as essential that the teacher of English should have had as extended preparation in special lines as those in the departments of the classics, mathematics, or physical science. Such teaching as was given a quarter-century ago was largely historical and biographical with regard to English writers. The main work of a great master, or the development of a great period, was seldom offered for study. The more modern study is based upon the assumption that the first place should be given to the literature itself, to the originality and literary art exhibited, and to the message of the great writer. At the time first mentioned the older periods of English were usually unknown to the teacher, and could not be presented as representing the beginnings of English life and of literary art. Today, the teacher of English is expected to be able to trace the origin of great literary forms, the genesis of great ideas and motives, as well as to explain linguistic forms of any period on the basis of their origin and development. Twenty-five years ago the teaching of rhetoric emphasized most of all public speaking, far less the expression of

thought in written form. The later emphasis has been placed on learning to write the mother tongue, on the expression of thought in clear and forcible English. The older teaching of rhetoric was also mainly theoretical, the memorizing of text-books on the subject, without either a study of masterly prose literature, or much practice in the art of writing. The newer teaching lays stress on both these important elements. Especially does it insist on practice in the art of writing, with such personal attention to individual faults as will insure an adequate understanding of the basis of good form."

The Professor of Romance Languages in Adelbert College says: "The first thing of which it seems necessary to speak is the recognition that has come to us of the desirability of teaching the language at all points; with the corollary that if this is to be done, the classes for beginners cannot be so large as they used to be under the older dispensation. In most of the larger institutions, this has resulted in a large increase in the number of the men teaching Romance, and in a great stiffening in the requirements held necessary as prerequisites in the undertaking of such teaching. Time was, when a man who could keep classes in order, know his verbs with his grammar handy, and hear translations of easy texts, was a possible instructor, in most colleges. All this has been changed. The teacher of the Romance Languages is expected to be familiar with matters that lie far below the surface, to be ready to undertake questions of cause and effect, to have understanding of matters of comparative literary history, and so on. And the student is held from the very beginning to work on every side of the subject. In many respects the working materials have improved in a corresponding measure. The grammars and dictionaries, the working literary manuals are better, and there has been a decided improvement in the class of editing put into the

usual college texts, though here it must be admitted that there is still a lot of lamentably poor work put out. To summarize, much more is asked today both of the teacher and of the student. The former has to be a trained specialist; the latter is held from beginning to end in the presence of new ideals, and given new and much improved methods and materials for their pursuit."

A teacher of the Romance Languages in the College for Women, in considering the lack of attention paid to this subject, writes of the causes as follows: "1.—The traditional high place held by the ancient languages which enjoyed the exclusive honor of being alone considered fit instruments of a liberal culture. 2.—The lack of properly trained romancists. 3.—The apparent uselessness of these languages in a country where English is all sufficient for practical purposes. 4.—The deficiency of the methods used in teaching the Romance languages. These methods were a mere copy of those used for Latin and Greek, hence yielded as poor results from a practical, and poorer ones from a cultural, point of view.

All the above conditions have changed within the last twenty-five years. The classical languages have lost a great deal of their prestige, and a corresponding increase of esteem is accorded the modern ones. The teaching of Romance languages is now generally in charge of competent and well trained men: the best American Universities are well equipped to form good romancists; the latter, moreover, have in a great many cases received part of their training in Europe. A knowledge of Romance languages can no longer be called useless. Many important discoveries have been made in the latter half of the nineteenth century, in general linguistics as well as in the philology of individual modern languages. We may practically say that Romance philology is a product of the past half century. A knowledge of what has been done along these lines is necessary

to any American student who wishes to study the history of his own tongue."

In respect also to the teaching of German, changes as great have occurred as have obtained in the case of the Romance tongues: as writes a teacher: "So far as German and the other foreign modern languages are concerned, it is hardly proper to speak of changes. What we have really witnessed in that time has been more of a birth or new creation than a change. While Harvard had begun its instruction in German about half a century before and a few of the older colleges had established some sort of department previously, it is nevertheless measurably correct to say that, for the country at large, the beginning of German instruction dates from the seventies. The Modern Language Association of the United States was not organized till 1883. The instruction given earlier is perhaps equalled now, in quantity at least, by many high schools. Although Harvard had an enrollment of 635 in the college proper in 1872-73, for example, she had only three teachers of German. Two hours of German were required per week in the Freshman year, two were elective in the Sophomore, and three in each of the Junior and Sophomore years. No graduate work was offered. Soon afterwards the great development began at Harvard contemporaneously with a general movement throughout the country. Graduate work, as well as the requirement or acceptance of German for admission to college, are therefore comparatively recent. The high school now makes possible much more advanced work in college and the graduate school permits its continuation. The opportunities of the student are consequently at least three times as great now as they were at the beginning of the movement. The number and the preparation of the teachers has advanced equally with the development of the courses. Perhaps no more significant proof of this statement can be given than to call attention to the simple fact that while it

was a common thing twenty-five years ago to expect a college professor to teach both French and German, such a combination is now unusual and becomes yearly rarer."

The changes which have been wrought in the scientific field are greater than have been made elsewhere. The Professor of Physics writes, saying: "Your question, as to the changes in the teaching of physics during the past twenty-five years, has three aspects, the changes in method, the changes in content, the changes in purpose. In method the most notable change is, of course, the great development of the laboratory. Twenty-five years ago there were probably not over half a dozen physical laboratories in the country. Chief among these, and almost the only ones worthy of the name, were that of the Massachusetts Institute of Technology, and that at Johns Hopkins. The danger then was in making science a mere text-book study. The danger now, if any, is in the over-emphasis of the laboratory in elementary teaching. In content, more time was given then to description of phenomena, and to illustrations: more time relatively is given now to the development of principles. The text-books of that day tended to diffuseness and were full of descriptive detail. The text-books of today, lacking the descriptive matter, tend to dryness, and to treatment of physics as a branch of mathematics. In purpose the change has risen, I think, largely from the change in the conception of the college during the past twenty-five years. The growth of the elective system, the expansion of the University idea, have led to the establishment in physics, as in other subjects, of a long list of advanced courses. The elementary courses are no longer looked upon as an end in themselves, but as a preparation for the higher work in the department. Hence the teaching has become more precise, but perhaps less broad. The defect of the old system was shallowness, the danger of the present system, perhaps, is narrowness."

The changes in Chemistry have not been so great as those obtaining in the case of Physics. They represent rather a development of conditions which had been introduced before the year 1880. "The methods of teaching elementary chemistry," says a teacher, "are probably more numerous than the number of text-books in this subject, which are legion. In a college such as this, a method which includes lectures, recitations and laboratory work, so as to make the subject instructive and interesting, and at the same time keep the student busy, is, in my opinion, the ideal one.

The purpose of teaching chemistry has also undergone but little change during this period. This purpose is, of course, different in different institutions. In this institution, I should say, it is essentially directed more toward culture, toward making the student think and teaching him the nature of the scientific spirit, than toward making him a chemist. The content of chemistry, as taught in elementary courses, has changed but little during my experience. The text-books now-a-days mention the comparatively recently discovered gases, helium, argon, etc., and give the modern methods for the preparation of many substances, as the electric furnace method for the manufacture of aluminum, chlorine, etc. In the main, however, the subject matter is the same as fifteen years ago. In the more advanced work, on the other hand, the changes have been very great. Physical and physiological chemistry have practically developed into separate sciences within the last twenty-five years, and text-books fifteen years old in these branches are now useful chiefly only as a means of tracing their historical development."

"The content of the teaching must vary somewhat," writes another teacher, "as the subject develops, and yet the elementary courses must cover much the same ground as formerly. The strong hold that physical chemistry has

upon the advanced work has not yet become the guiding factor in the elementary courses,—although its influence is marked, and text-books have been based upon it. The purpose in teaching chemistry would hardly change. An attempt is made to give the student a clear insight into one of the physical sciences and into its applications, and the adaptation of this to the student's life is left to its own development. In technical and graduate schools there is a greater change. The great number pursuing chemistry in schools of both kinds has developed among other things a differentiation of the subject. Mining, agriculture, physiological, electrical and physical chemistry have so developed that they often require all of the student's attention in one branch. With the growth of the manufacturing industries, chemistry has had more than its share of development. And this, coupled with the promise of the future, has its influence in making the interest in chemistry a more vital one, and the study thereof more profitable, both for purpose of culture and of direct application, either in theoretical or practical lines."

In respect to Geology, also, has occurred development rather than revolution. "My main experience with geologic teaching, aside from my teaching experience here, has been with university teaching of the subject, the prime object of which is to train geologists. My own apprehension of the matter is that college teaching has an entirely different aim, namely to arouse thought, and stimulate observation, the students being in nearly all cases those merely desiring some small knowledge of geology as part of a liberal education. Here the amount of knowledge gained seems to me secondary in importance to the methods of thinking and observation stimulated. But that is a personal view. I do not know how widely it is held by those whose teaching of the subject is college teaching merely, nor do I know of any radical change in the content, method and purpose of



the instruction in the subject, save that which comes from the increase of knowledge concerning it, and the greater wealth of illustrative material of various sorts available. The progress of knowledge of geology necessarily largely modifies the content of the teaching in that old theories are replaced by new and better ones, are modified or shown to be wholly erroneous; and furthermore increasing knowledge on matters of large importance crowds out of elementary courses matters of smaller importance which were formerly included. In geology, as in other sciences, the laboratory method of instruction tends to supplant the purely didactic method. The purpose, I take it, remains unchanged namely to give the student some insight into the methods of geologic observation, and the deductions therefrom."

But in respect to the teaching of Biology, the change is nothing less than revolutionary. "Previous to the period of 1875 to 1880, the subject matter of the science in question was regarded as two disciplines, and as such had been taught in some of the larger and stronger American colleges under the titles of *zoology*, and *botany*, the influence of the elder Agassiz being dominant in the one, and that of Asa Gray in the other.

"Under the head of *Biology* which had received a new meaning and impulse by the work of Darwin and his followers in Europe, Huxley—for several years prior to 1880—had been proclaiming that the study of living things was *one* discipline and not two, and therefore that the study of life should begin with a series of types—proceeding from the simple to the complex, according to the evolutionary plan—first the simple cells of plants, then those of animals, after that higher plants, and finally higher animals in ascending order. This was called neither botany nor zoölogy, but elementary *biology*, and this term which had been in disuse or disrepute was revived in both the German and English literature of the natural sciences. Huxley's courses

for teachers and other students were developed first at the School for Mines, and later at the South Kensington institution. When the Johns Hopkins University was founded in 1876, Huxley was invited to this country to deliver the opening address. He was also asked to recommend a candidate for the chair of biology then to be founded in the new university. The choice fell to Dr. H. N. Martin, Huxley's former student and assistant, and with Professor Martin, Huxley's method of teaching was introduced to America, and thus through his own students to the American colleges. Louis Agassiz had already founded a Seaside Laboratory and Museum for research and teaching, chiefly in zoölogy, and some of his students became very influential. Agassiz's methods were to go to the great fountain-head,—nature,—and he was a great inspirer to original research in the natural sciences in this country. His marine laboratory at Penikese Island became the parent of the later Marine Biological Laboratory at Woods Hole, Massachusetts, and of many others which have been founded on the coasts of the Atlantic, and Pacific Oceans, the Gulf of Mexico, and on the shores of inland lakes for the study of zoology, botany, and physiology, whether maintained by universities, the central or state governments, by the Carnegie Institution or by private means. Agassiz's laboratory ideas were only modified and extended by the Huxleyan method of teaching *biology*. The research idea was thus firmly established and applied to teaching, in which the student was encouraged to seek and find for himself, and thus be developing his mental powers, to learn. It led to the development of the laboratory system in the last of the physical sciences to be opened upon an experimental basis, and to the equipment of costly buildings in all the leading universities and colleges in America. Owing to his opposition to current theories of evolution, the work of the elder Agassiz has been somewhat neglected, but all teachers of the natural sciences in

America are greatly indebted to him for much that they now enjoy. As already suggested, Asa Gray has exerted a great influence upon the teaching of botany in America through his text-books, and as some think a retarding influence, because of his leaning towards systematic botany, or to the study of plants with reference to naming and classifying them. This judgment I consider unjust when we give due consideration to the man and to his time. Since 1880 American botanists have completely broken from the older school of botanical teaching and have followed the great German leaders, who have worked chiefly at the problems of development, and at structure as a basis for the study of physiology. The ecology of plants or relation to environment, the evolution of plants, the consideration of plants as dynamic agents, which accomplish certain definite results, whether observed in the field or laboratory,—these are pressing questions in modern botany. As to the teaching of elementary biology, Huxley modified his own course by inverting the order of types studied, beginning with higher forms, and going down the scale, upon the pedagogical principle that one should proceed in teaching from the known or familiar to the less known. This course has been further modified by making the cell the basis of study. An attempt is now being made to preserve the Huxleyan method, and make the teaching of more general interest and utility to all classes of students, rather than as a direct preparation to the pursuit of either medicine, botany, or zoology.

“During the latter part of the period referred to a great movement has arisen in the Public Schools, known as that of Nature Study. In the hands of the most competent teachers this has already developed into a wholesome and strong factor in the education of youth. That ignorant and narrow-minded opposition to this work will in time cease, and that it will eventually become part of the cur-

riculum of every well-ordered school can hardly be doubted. Nature-study courses when properly conducted, are interesting, valuable as discipline, and useful in the training for life. They also provide the best preparation for the pre-professional and other courses given in the college."

The instructor, also, in the Department of Biology, writes that the new biology should be dynamical rather than statical.

The changes wrought in the field of Philosophy and of Psychology have also been quite as great in the period which is in review as in the domain of Biology. The Professor of Psychology in the College for Women says:

"Psychology used to be little more than a set of classifications plus a series of metaphysical discussions about the nature of mind, the nature and possibility of knowledge, the freedom of the will, etc. (though this last subject was often discussed more particularly in connection with ethics). Now psychology has a very different content—thanks to the physiologists and the laboratories and the alienists, and in the latest important text-book on the subject, published within the last few months, more than half of the pages are devoted to 'dynamic' or functional questions. Thus the subject has progressed from speculation and classification to the study of causal relations. Moreover, this study is often quantitative, thanks to recent developments in statistical methods. The laboratory method of research is, of course, reflected in the methods of instruction, and the purpose of instruction has changed too (though there is not so much respect for "brass instruments" as there was ten years ago). Instruction now is largely a matter of imparting useful facts rather than of trying to sharpen wits by subtle disputations. Logic and Ethics have also become very empirical, and both are approached largely from the practical and utilitarian standpoint. In both there is a tendency to discredit the *à priori*. The true and the good

are both what will work. There remain Metaphysics and History of Philosophy. Here, too, the empirical influence is felt. The result is the complete breakdown of the old schools with their *á priori* methods and a drawing together from every side in an attempt to give a reasonable solution to individual problems, rather than to establish or support systems. I say a 'reasonable solution' because the modern philosopher is suspicious of paradoxes and likes to hold fast to experience and the principles of science. Thus there is a certain return to common sense. Of course, all this affects the teaching in method and purpose as well as in content. The old controversial method in which each teacher was an exponent of the only true system and looked for the cheers of his pupils is gone, or fast going, and replaced by a certain sober hesitation which makes it much harder to arouse enthusiasm. On the other hand, the relaxation of theological standards of orthodoxy leave a greater freedom of teaching, and a weakening of confidence in the authority of the church makes an attempt to solve some of the problems of life from the philosophical standpoint very welcome to a larger body of students. Thus I think there is more need for instruction in philosophy; though of course indifference about religion often involves indifference about philosophy, too. To put it briefly: The teacher of philosophy has greater freedom; he is likely to meet with more indifference; but he has more chance and more obligation to give his pupils something to live by. Perhaps I may add that, in my opinion, the abolition of required work in these subjects has improved the teaching and aided the *practical* tendency."

One of the teachers of the Bible writes of the presentation of subjects embodied in that Book: "So generally is the historical method applied today in the study of the Bible among educated people that it is hard to realize how recently they have come to this view-point for the Scriptures.

It is safe to say that the last twenty-five years have effected the change, as far as the general acceptance, in America, of such new light is concerned. And the free intellectual life of the colleges has responded to this stimulus, and in its midst has the best work been done toward a clear understanding of what the Bible really is. The colleges—save such as are rigidly sectarian—are not hampered by a suspicious bigotry ever on the watch for heresy. Their teachers can pursue their search for truth in peace, and through their efforts the younger generation—always the best hope of progress—may be trusted to bring about a still more general recognition of the true place of the Bible in modern life,—what it is not meant to teach, as well as its proper sphere of influence. Two points of special importance emerge in the application of the historical method to the study of the Bible, which have been given overwhelming emphasis of late in college teaching. The first is the manifest human element in the Scripture. This element, while not altogether ignored by that older dogmatic view-point of infallible inspiration, was, to say the least, obscured thereby, and needed to be brought out in strong relief. Such emphasis has made the Old Testament especially a living book, pulsating with human interest from beginning to end. It has restored to us in just proportion the commanding personalities of that marvelous Hebrew people. It has given us an understanding of their development socially, morally and religiously, such as was impossible before. It has given birth to the Study of the Bible considered as *Literature*,—the literature of the Hebrews. The second point of importance grows out of the first,—in view of the human element most evident in the Scriptures. The Divine Element therein, also increasingly evident to any fair mind, must be regarded *in relation to* this human element, nay, more, as, in a certain sense, conditioned by it. This, as must be clear, revolutionizes Apologetic. The best Apolo-

getic today is held to be, I take it, the simple unfolding of the Spiritual content of Scripture, both in the Old and the New Testaments, with a careful regard to the principle of development, in the confidence that this content, so interpreted, must evidence itself to the heart and conscience as unmistakably from God. The contrast between this clear-cut line of defence of a Divine Revelation, and what used to be deemed necessary in Apologetic, I need not emphasize further. In regard to the extent to which the Bible is now taught in the colleges, I have no definite statistics at hand, but my impression is that, save in the colleges for women, and in specifically denominational colleges, the Bible is not taught in as many colleges proper as it was twenty-five years ago, certainly not as fully taught. In the universities, especially where there is a Theological School in connection, as at Yale and Harvard, more courses in the Bible can be secured than in the colleges, and in particular the Biblical languages may often be studied to advantage. Just why a clearer understanding of, and a larger training in, the Bible should be deemed desirable for young women, and not desirable, or at least not necessary, for young men, is not apparent. Certainly the revelations of our present standards in business and politics go to show that among the men there is an appalling lack of morality, to say nothing of spirituality. The greater need, then, of the stimulus along these lines, which the Bible is pre-eminently fitted, by general consent, to supply, would seem to be with the sterner sex. It is the earnest hope of the writer that the present neglect of the Bible in American colleges, whatever be the reasons for it, may prove but temporary, and that those responsible for their curricula may come to see, what he believes is the solemn truth, that the college has a work to do for the coming generation, in the teaching of just ideas of the Scriptures which will not be done unless she does it."

The teaching of History also shows an equally great

development. "Twenty-five years would carry us back nearly to the establishment of a separate chair of history in such an important institution as Columbia College. The significance of this is that until comparatively recent times many colleges turned over the work in history, as many high schools still do, to those members of the faculty who had the leisure to undertake a course or two. In Adelbert, until E. G. Bourne came in 1888, history was taught according to this arrangement. Such a condition argues slight appreciation of the importance of history not merely as a body of facts but also as a scientific method of approaching or discovering facts. I should say that on this side the greatest progress has been the full appreciation of the extent and character of the preparation required for the proper teaching of the subject. With the organization of an adequately trained teaching force there has come greater emphasis upon the subject. It is not generally regarded as meaning a modicum of polite information about the more notable incidents of the world's history. Its aim is not the explanation of student's note-books or exercises. It is physically impossible to find time to study carefully each case and to treat the individual in the light of her special needs. More adequate attention to individuals would increase the value of history as a discipline but it would also arouse strong interest where now interest is often merely feeble and short-lived."

A teacher of History in Adelbert College writes as follows: "In reply to your request for a statement of the 'changes in the method, purpose and other conditions of history instruction in colleges during the last twenty-five years,' I would say that these have been very largely the development of movements set on foot in Germany and in the United States by the generation of college instructors immediately preceding this. In the United States, for example, there were departments of history with specialized



instructors and distinct library equipment before 1880. The last twenty-five years have seen a remarkable spread of these to the small colleges. To emphasize this I need but call attention to the fact, well known, that the first instructor in history for Western Reserve University was appointed in 1888. This represents the condition in American colleges generally. New chairs of history have multiplied in recent years very rapidly. Before that, instruction was such as philosophical departments or other departments could incidentally give. The development of Graduate Schools almost entirely within the period under consideration has made possible the employment of a trained investigator for the history department of the small college. Wherever the condition of history instruction is the best and is as it should be, the instructor's office is a dual one: he is both teacher and a writer, devoting a part of his time to the duties of the class-room and another part to discovering the truth for himself. This conception of the college instructor in history, now so generally prevalent, is I am sure, a development of very recent years. Equally great has been the growth in the library equipment of history departments, especially in the form of collections of extensive sources for the first-hand study of history. This in turn is a development of a movement begun earlier in the century. The marked feature of recent changes is the recognition of the principle that the history library is as necessary as the chemist's or the physicist's laboratory, both for the investigation of the instructor and for the illustrative purposes of the students. Within the last twenty-five years the students of the better small colleges have come into a position to examine for themselves the great illustrative sources and consult the chief authorities on their subjects. Again it seems to me that a very promising innovation for history instruction is that represented by the Preceptorial system at Princeton and the Tutorial board

at Yale, but more especially the former. The lecture method supplemented by quizzes or recitations has proven quite unsatisfactory as the sole method of instruction. A modification of the Princeton system better adapted to the small college—the Conference system, a weekly meeting for fifteen or twenty minutes with every student for reports and consultations—has been tried here and elsewhere with undoubtedly good results. The method has the advantage of improving the student's work by greater thoroughness and by a better controlled course of reading. The instructor becomes, in a real sense, the friend and the literary guide of his students. This has always been the aim of our instruction, but has seldom been realized when treating students in class. The great drawback to the system of conferences is the enormous amount of time which it requires from the instructor. This can be met by adjusting the work so that there may be fewer courses for each instructor. It will increase the cost, per student, for history instruction over the present conditions, but it comes far nearer accomplishing the objects of history teaching in colleges than our present methods. I wish to express the hope that it may soon become feasible to apply this method of individual instruction, through conferences now in use with my advanced classes, to all my classes in Adelbert College."

Another teacher of History writes: "Many different methods have been used, among which may be mentioned,—the method of study by a text-book, the use of a text-book with some supplementary readings, a text-book accompanied by topical assignments, the use of a text-book accompanied by lectures and assigned readings. These have been used separately or in combination. In my opinion, the trend in many colleges, at least in undergraduate courses, has been towards an increasing use of the lecture method with a text-book and assigned readings. Greater and greater

emphasis has been laid on the use of the library and an attempt has been made to convince the students that history is not a book. In one respect, decided advances have been made, if, indeed, the practice is not altogether an innovation, that is, the increasing attention to what has been called the "machinery" of historical teaching as shown by the use of syllabuses especially in the introductory courses in some of the larger colleges. The question of method in historical teaching, however, cannot be considered by itself, but must be viewed also in connection with the purpose of historical teaching which to an extent conditions it. Before considering that topic, it seems best to notice the most recent development in teaching at American colleges, the adoption of the Preceptorial method at Princeton. The essence of this system appears to be the addition to the teaching force of a number of men whose primary duty it is to direct the reading of the students and to stimulate the consideration of historical questions. The idea of promoting a closer relationship between the students and the teaching force is to many a commendable one, yet, in the opinion of one of the preceptors, although very good results have been secured, the scheme is still in the experimental stage. The application of the Oxford tutorial system to an American college will be watched with interest, but, as was pointed out by Professor H. Morse Stephens, whatever the results may be, very few colleges could follow the example set by Princeton and add fifty per cent to their teaching staff. Still there are indications that at least one important eastern university is contemplating a similar step.

"The writer believes that in many colleges the prime purpose of historical teaching has remained the same, that is, to acquaint the students with a definite body of facts. In certain courses at some colleges, however, it is now customary to pay some attention to the cultivation of a condition of mind in the students. This may be accomplished

in different ways. It may be attempted by the assignment of definite tasks to the students, as by the investigation of a critical or disputed point. It may well be done in a more incidental fashion by the teacher, so to speak, taking the students into his confidence regarding the data which he presents to them for consideration and discussion. The extent to which this is carried varies greatly in different colleges, and, it is believed, even in different courses in the same college. In the University of Nebraska an attempt is made to cultivate the critical spirit in the first course which the students may take in modern European history. In some other colleges the teacher is often content if he can give the student a comprehension of the facts in the period studied, paying only slight, or perhaps no attention at all to the development of the critical or constructive historical method. In many cases that function is left for the more advanced or seminar courses. At Vassar the purpose of the present introductory course is to train the critical spirit of the student, to stimulate her powers of observation, to exercise her in the preparation of topics, etc., etc., rather than to give her a systematic or comprehensive view of the leading facts in the epoch under consideration. It may be safely affirmed that this tendency may well be a fluctuation rather than an abiding or far-reaching change. Here again the subject cannot be completely disassociated from the other elements in the general problem, especially is it related to the content of the courses offered at any particular college.

"It is believed that the changes that have occurred in the content of historical courses are more easily discernible, for the development is decidedly towards specialization. The field of history is being cut up more and more, less and less attention is being paid to the study of general history as such. This is clearly illustrated by the fact that many colleges which at one time had a course in general history

as introductory to historical study have discarded it and taken a more limited field as the history of the Middle Ages. As a specific example of the extent to which specialization has been developed in one university; in 1880 there was offered at the University of Wisconsin one course in American history and economics lasting throughout the year, apparently the equivalent of two half-year courses of three hours per week. Including some courses which are only offered every other year, there are now given at that institution eleven different courses in American history, several of which are more than the equivalent in time of the course offered in 1880,—this, too, without reckoning the incidental attention paid to American history in the study of economics and political science. It is believed that a similar tendency towards specialization has operated in many of the more important colleges and universities of this country."

In no department have the changes been greater than in the Department of Economics. The teacher of that subject says: "The growth has been marked in the United States as well as in Germany and Italy. The science has come to a recognized place as a department of thought. The fact that the study of economics has a disciplinary value of a specific kind is not to be overlooked. A science in the transition from the inductive to the deductive stage furnishes a variety of reasoning that is not given by a science that has become set. Training the mind to test premises as reasoning processes is training it to perform the type of thinking that must be done in answering the questions of complex causes presented in such variety by human life. Without minimizing the importance of the study as a means of discipline, it is safe to say that the increasing popularity of the subject is not, in any large degree, due to a recognition of its value in this respect. The scope and importance of the questions with which political economy deals is responsible for the keen interest that has developed in the

passing generation. The scientific man and the practical man have the same interest in this field, and their united efforts have made for rapid progress. Public opinion has grown more catholic, so that investigation is practically unhampered. The universities have been encouraged to pursue the work with vigor and in the scientific spirit. There has been a complete transformation in the last score of years. In the larger institutions extended training is being given, independent examination of theories is being made, and 'the authority of a name has disappeared.' The same dry light that has done the work in the physical sciences has been turned upon economics with the most satisfactory results. One is struck with the decided change from the state of affairs in 1876, when Dunbar wrote 'the United States have, thus far, done nothing toward developing the theory of political economy, notwithstanding their vast and immediate interest in its practical applications. Webster discussed questions involving many principles of political economy, but for the science itself he had an opinion indicated by his statement: 'I give up what is called the "science of political economy." . . . I believe I have recently run over twenty volumes, from Adam Smith to Professor Dew, of Virginia; and from the whole, if I were to pick out with one hand all the mere truisms, and with the other all the doubtful propositions little would be left.' Great constitutional questions and the problem of slavery absorbed attention then. Economics was neglected in favor of political science to the extent that there was no one to face the financial problems arising during the Civil War and after. The extravagant blunders of statesmen are sufficient evidence of the character of their training. Before 1876 one might have counted on his fingers the institutions where any serious instruction in political economy was given. In many cases the teaching was done by clergymen who gave instruction in the other moral sciences. After arms had settled

many of the questions of the early period, attention was turned to a new series of problems that came to the front. Finance and the currency claimed attention. The relations of laborers and captains of industry became of consequence. The protective tariff has turned attention to the study of economics. Great business organizations and vast systems of transportation have bulked larger and larger in the public eye. It was inevitable that economics should become a subject of paramount importance. The colleges have tried to contribute to the welfare of the country by training men to lead toward the solution of these difficulties, and by helping to form sound public opinion that will support the leaders. It is necessary only to point out that the enlarged facilities of established institutions and the founding of many new colleges and universities have permitted the natural trend toward economics to have free scope. The effect of this possibility on the character of the work is easily apparent. A subdivision of the field into many groups with specialization in each was the result. The trained professional teacher of economics arrived in the last generation. Political economy has felt the stimulus in the atmosphere of the universities during recent years. The work has been advanced by scientific methods. The student of the subject has kept step with his fellows in other departments of research and teaching in doing work whose measure of worth is its accordance with the facts. The question of support, or denial, of a dogma has faded more and more into the background. The constant effort of investigators is toward the elimination of the personal equation, in order that they may see the substantial truth. This scientific method also means that results of deductive reasoning are being rigidly tested by observation and comparison. New vitality has come with this spirit. Teaching economics now is disseminating knowledge and furnishing mental discipline, not conducting a propaganda. The status of economics as a science has been

firmly established in the last quarter of a century. 'The real success of the instructor is found, not in bringing his students to think exactly as he does, . . . but in teaching them to use their faculties accurately and with measured confidence.' It has been hard for some persons in political life to see that a college is justified in retaining a man who teaches views contrary to their own on such subjects as the protective tariff or the money question. The scientific spirit, fortunately, has been too strong for this popular pressure to secure confession to a political creed on the part of the economic fraternity. . . . The opportunity of offering a considerable number of courses in a college has made it possible to separate the purely theoretical work from the practical and descriptive subjects. The increased time allowed for the latter has permitted a more qualified application of general principles to particular cases. Greater attention has been given to economic history and current problems. Without implying a neglect of theory, and implying, as a matter of course, the application of general principles, it is safe to say that now, as compared with a quarter of a century ago, a relatively larger proportion of energy is being devoted to the study and teaching of concrete subjects. One may cite as examples the courses in railways, trusts, finance, labor problems, money and banking. The technical method of instruction has varied from a close adherence to a text-book, with the exactions of a drill-master, to the pure lecture system with its soporific influence. The nature of the subject, the character of the student body, the amount of time the average college man has left for study after earning his daily bread, the libraries, the quality of the text-books in the subject, the amount of recent periodical contribution to the literature of the theme under discussion, as well as the temperament of the instructor, are factors in determining how the matter is to be presented. There is a strong likelihood that no two



courses, given at the same time, by the same man, are given in exactly the same way. The governmental publications on economic subjects and the large number of special journals have added greatly to the equipment of the teacher in recent years. There is more opportunity for an instructor to put his students in touch with thinkers of different schools than there was in the past. The liberalizing influence of such intercourse leaves no room for dogmatism. The sheer increase in facilities has had a great deal to do with broadening the spirit of culture in economics as well as in other lines. This great growth in the teaching of economics in the last twenty-five years has been due to the increasing importance of economic problems; the enlarged facilities have permitted specialization and the rise of the professional teacher; the work has been conducted in sympathy with the methods of scientific investigation and teaching in other fields; a marked characteristic has been the attention given to practical problems; the liberalizing influence of easy access to the views of many investigators and experts has affected favorably the tone of teaching. All in all, there has been a gratifying increment to the significance of economics as an instrument for culture, and a substantial development in its bearing upon vital social questions."

I have made large extracts from the letters which the members of the undergraduate faculties have written. For, the changes that are occurring in the content and methods of teaching any subject may be great, and with these changes instructors desire, and have the right to desire, that those who are immediately concerned with administration, should be acquainted. Such changes often lay duties and open privileges of rich service to executive officers.

This year has become conspicuous in the great gift of Joseph Perkins Chamberlain, Selah Chamberlain, and Ellen

S. Chamberlain of One Hundred and Fifty Thousand Dollars. This gift, by the terms of the conveyance, is divided equally between a fund for the erection of a Chemical Laboratory and a fund for the foundation of the Selah Chamberlain Professorship of Sociology. The fund for the chemical building, with the somewhat more than Forty Thousand Dollars already paid or pledged, will allow the erection of a proper laboratory and also will permit the setting aside of a sum for the endowment of the building. The remaining Seventy-Five Thousand Dollars represents a worthy foundation for the investigation and the presentation of the great subject of Sociology. This gift is noteworthy not only by reason of the generosity and graciousness which accompany the offering, but also by reason of the fund for the endowment of Sociology bearing a name long distinguished in this neighborhood and also because the donors are the grandchildren of Joseph Perkins. Joseph Perkins was, for some forty years, a member of this Board. Upon his death, in the year 1885, the Board of Trustees said of him:

"Mr Perkins became a member of this Board in 1846, and entered at once into an active interest and endeavor in regard to its financial affairs, and did much to adjust them and maintain its credit during the period of depression and disaster which befell the College from 1852 and onwards. From 1855 until his death he did more than any other man in the management of its funds, to which he was also a liberal donor. He was our wisest counsellor and helper in all the interests of the College, especially during the negotiations which resulted in the removal of the institution from Hudson to Cleveland."

The laying of the Chamberlain Foundation in Sociology, important in itself, is also made more significant by reason of the endowment of The M. A. Hanna Memorial Chair in

Political Science. The fund for this endowment will be One Hundred Thousand Dollars. Therefore, the income of a fund no less than One Hundred and Seventy-Five Thousand Dollars is perpetually to be devoted to instruction in the two great related departments of Sociology and Political Science. Such an income, united with the money which is now devoted to teaching in the subject of Economics, represents a condition of very great worth for giving instruction in most important subjects.

A Committee of the two undergraduate Faculties has for some time had under consideration the organization of the Department of the Social Sciences. From the report which the Committee has made I present certain extracts:

"It is clear that only by careful co-operation between those responsible for the work in the four departments of Economics, History, Political Science, and Sociology, can the most be made of the resources at the disposal of the two undergraduate departments for work in these kindred fields. The original suggestion touched correlation of the work in the three departments of Economics, Political Science and Sociology, but the situation seems to call for the larger grouping. Moreover, the experience of other institutions, notably of Harvard, supports the same view. At Harvard six out of eleven of the courses in Government to which undergraduates are admitted are furnished by teachers whose primary relation is to the Department of History.

Without attempting to establish a special "School" or, as in Harvard, a "Division," it seems to the committee advisable that co-operation between the four departments should be something more than a counsel of perfection, in other words, that it should be as nearly a requirement as may be without interfering with a certain liberty of teaching generally conceded to heads of departments. The content of courses obviously lying wholly within a single field

should be controlled by the person responsible for the work in question, but courses which might find their place in more than one department, according to the point of view from which the phenomena are considered or the method by which the subject matter is treated, should be under joint control. Furthermore, there should be an agreement between the four departments upon the order in which the courses should be taken by students who desire to lay special emphasis in the selection of electives upon courses in these fields. Such an arrangement is hardly open to the objection that it will turn these departments into a quasi-professional school. Its purpose would be, rather, to give students the benefit of wise direction in the planning of electives. It need not be reduced to a rigid system, but might include several schemes of filiation. To make the matter perfectly clear to students already in college or to those who might be attracted to the colleges because of these opportunities, the departments should unite in the publication of a statement covering these suggestions in regard to order and relation of courses.

The committee, therefore, recommends that the Faculty adopt a regulation to the effect, first, that the content and assignment to teachers of courses which, according to common practice, are given in more than one of the four departments shall be determined by conference of those in responsible charge of work in the four departments, and, second, that one or more schemes of an order in which the courses in these departments should be taken by students intending to specialize in such work be officially recommended by the same authority.

This co-operation will give more cohesion, greater intelligence of direction to all the work in these departments, for it will encourage the growth of an *esprit de corps*, the lack of which is the misfortune of isolated workers in comparatively small institutions.

It may appear unadvisable to do for these departments what as yet has not been done for other equally natural groups. To this the reply may be made that no harm can come of the experiment. Moreover, co-operation between the departments concerned with the study of the languages is traditional. The same is true of the departments of the mathematical and natural sciences. Hitherto History and Economics have occupied an isolated position. Very few students have thought of making these studies the basis of their course, as they have made science or language a center about which to build a course. They have taken History and Economics in remnants of time. With the addition of departments of Political Science and of Sociology, the historical and scientific study of human society may make a claim upon the student's attention as strong as that made by the older groupings. It cannot be considered unwise for the Faculty by providing for co-operation between these four departments to assure the highest effectiveness in their work. As already noted, this is not in the direction of increasing the professional character of the work. Its purpose is simply to assure the attainment of such an end as is proposed, for example, by the department of Political Science at Chicago or at Cornell, that is to say, (1) to give such knowledge and training as it is believed should be a part of a liberal education; and (2) to afford advanced work either for those who desire to become students of law or for those who need the knowledge of Political Science for other ends, whether for teaching, for journalism, or for the intelligence which should belong to an educated citizen. Slightly changed, this would apply also to Economics and Sociology.

The committee does not feel that it can with advantage indicate the content of the different courses in Sociology and Political Science. This matter will depend mainly upon the individuals chosen to fill the chairs of Sociology and

Political Science. It is true, however, that the Faculty cannot choose candidates for these positions without knowing in general what sort of work should be done. Professor Curtis is willing to continue his courses in Sociology, which he writes he is developing in the direction of Social Ethics or a Theory of Society. His interest is apparently more in the general or philosophical aspects of the facts which belong to Sociology. There remains the large field of practical or technical Sociology which he touches only incidentally or by way of illustration. This field is confessedly important. There are few places in the country richer in the conditions which form the subject-matter of this field. There is no community where the liberal study of these phenomena and of principles or methods of social reform can be of greater service. Moreover, it is understood that the founders of the chair entertain the hope that this work will accomplish something in throwing light upon social conditions and upon the methods of applying a remedy. There is sufficient money in the foundation to provide not merely for one salary, and for the purchase of books, but also for the support of one or two research fellowships. For these reasons the committee advises that in seeking an incumbent for the chair, the Faculty have in mind the study of the defective classes, charities, corrections, practical problems of charities and public aid.

In the case of the proposed chair of Political Science, and having in view the service which this work can perform for the community, through the young men sent here for training, the committee recommends that in selecting an incumbent the Faculty choose one interested in the scientific study of administration, municipal, state, and national."

Certain details of the work of the Medical College are presented in the Report of the Dean. The worthiness of the instruction thus given is coming into general and high

recognition. The determination, however, of the members of the teaching staff is firm still further to improve the conditions and the content of instruction. The Faculty have, in these last months, thoroughly considered ways and means by which students might receive richer advantages. Among the subjects which have been discussed are the better office organization of the School, better dispensary organization, the inclusion of new subjects in the curriculum, and the better teaching of other subjects, the lengthening of the year by two weeks, the promotion of research on the part of instructors, and a worthier presentation, through the catalogue, of the truth regarding the School. Some of these changes will take effect in the forthcoming academic year. It is to be noticed that for the first time in several years, the School will have on the last day of June a surplus.

For the doing of the work which the School is, under its limitations, set to do, some Ten Thousand Dollars is raised every year by members of the Board of Trust and by friends of the School. Such a means of support is subject to every kind of hazard. For the best doing of its work, the School should have a vast increase in its endowment. The community is demanding of the physician a far higher type. Such a type can be gained only by improved medical education, and improved medical education is the most costly of all forms of professional training. One Million Dollars represents not a large sum as an increase for the endowment of the School.

The Faculty of the Medical School and the Faculty of Adelbert College have, with much care, considered a readjustment of the combined course of study which has, for several years, been pursued between these two schools. Through a committee of the Medical Faculty a statement was made to the Adelbert Faculty regarding the proposed readjustment. This statement was considered, both by a committee of the Faculty of Adelbert College and by the

Faculty itself. The statement of the Committee of the Medical Faculty represents so important elements of medical training, both in general and in particular, that it is herewith submitted.

The Faculty of the Medical Department of Western Reserve University, through its enlarged standing Committee on Relations to Undergraduate Colleges, requests that in the future men who have completed the Junior year in Adelbert College be allowed, under suitable restrictions as to previous residence, courses completed, and grades attained, to elect all of the work of the Senior year in the Medical School, and if they successfully complete in that year courses equivalent to fifteen hours per week for thirty-four weeks, that they be graduated from Adelbert College with their class.

The chief reasons for this request are as follows:

1. *The standing and the amount of work of the Adelbert Senior electing Medical subjects.*

In the opinion of the members of the medical Faculty who teach first-year men, the average Adelbert student who is taking the combination course does not do as satisfactory work in the first medical year as the average non-Adelbert student.

The reasons for this may be one or all of three things: (a) that the ability of the Adelbert student is not as great as that of the non-Adelbert student; (b) that his previous training does not fit the Adelbert student as well as the other men are fitted; (c) that the Adelbert man in his first year is working under some disadvantage which the non-Adelbert man escapes.

If the poor showing of the Adelbert man be due to lack of ability and lack of previous training, his relative position in his medical class should not be far different in years subsequent to the first year.

The records of marks in the first and second years,



and the opinions of members of the medical Faculty in both first and second years coincide in showing that the Adelbert man does comparatively better work in the second than in the first medical year. This seems to indicate that there is in the first year some factor against the Adelbert man compared with the non-Adelbert man which does not exist in the second year. At the same time, the handicap of the first year shows its results in subsequent years.

It is the belief of this committee of the medical faculty that this factor is the condition by which the Adelbert man must carry six hours per week in Adelbert College in addition to his medical work.

During the current year the first year Medical schedule carries 270 hours of didactic work and 861 hours of laboratory work. If the laboratory work be divided by 2 to reduce to didactic equivalent (the factor that is used in the Biological courses at Adelbert), the total credit hours is 700. This is equivalent to 20.6 hours per week for 34 weeks (the length of the Adelbert year).

The Adelbert man ordinarily does not take in the Medical College the courses in Organic Chemistry, Comparative Anatomy or Embryology. If the number of credit hours in these three subjects be deducted from the total of 700 there is left 430 credit hours, or 12.8 for 34 weeks, which the Adelbert student must do at the Medical School, since these subjects are not given at Adelbert College. The number of credit hours per week is actually larger (over 14 hours), since this work is condensed into 30 weeks.

If we substitute for the figures for the current year the figures from the first-year schedule for next year, entailing as it does an increase of 8 per cent (two weeks) in the length of term and the introduction of some new work, we find that the Adelbert Senior must take in the first year medical schedule 496 credit hours or 15.2 credit hours per week (actual schedule appointments are  $24\frac{1}{2}$  hours per

week, exclusive of the three subjects mentioned above and obtainable at Adelbert), of work which is not given at Adelbert.

This 15.2 hours is more than is required of the ordinary Adelbert Senior. According to the present arrangement the student must take in addition to the 15.2 at the medical school 6 hours at Adelbert, *i. e.*, he must, for the privilege of electing medical subjects, take 41 per cent more credit hours than is required of his Adelbert classmate.

If it is taken into account that the combination course student loses from two to three hours per week in transit between the two colleges, it is evident that he has 33 hours appointments per week.

It seems clear that this is more work than the man can do without undue hardship.

2. *The Exigencies of Programme of Hours.*

It has been very difficult to arrange the Medical College program so that the Adelbert student can get his courses at Adelbert and do the medical work. The best that we have been able to do has been to give him three free hours on Tuesday, Thursday and Saturday morning, and Thursday afternoon. This has restricted him very greatly in his choice of electives at Adelbert, and frequently has necessitated irregularity of work both at Adelbert and at the Medical College. Even this apparently small concession on the part of the Medical College programme has worked a hardship on our courses and to some extent impaired the efficiency of our instruction. For another year the program will apparently compel us, in at least one course, to repeat the work for Adelbert men.

3. *The courses open at Adelbert to these men.*

The condition of the programme restricts very sharply the courses open at Adelbert to these men. But a single laboratory course (Organic Chemistry) is open, and even in this they have been compelled to miss one lecture per week.

Aside from this the student is restricted to courses that come on the first two hours of Tuesday, Thursday and Saturday, and so must choose courses, not primarily because they are of interest to him, but rather because they come at these hours. This restriction certainly decreases the value of a man's taking some work at Adelbert.

4. *The Changes in Conditions of the Combination Course.*

The following table indicates the number of hours (didactic, laboratory and credit, estimated as before, *i. e.*, two hours laboratory equals one of didactic) in the first year medical course, and also the number of credit hours, obtainable at Adelbert and not obtainable there, for ten years, including the probable schedule for next year.

Year.	Didactic.	Hours 1st Medical Year. Laboratory.	Total Program.	Credit.	Credit Hours Obtainable At Adelbert.	Non-Obtainable	Per Cent. Obtainable.
97-98	345	653	998	672	368	304	54.8
98-99	345	693	1038	692	368	324	53.2
99-00	330	720	1050	690	353	337	51.2
00-01	330	720	1030	690	353	337	51.2
3 yrs. College requirement introduced.							
01-02	270	908	1178	722	270	452	37.4
02-03	270	909	1179	724	300	424	41.3
03-04	150	1110	1260	705	280	425	39.7
04-05	180	1110	1290	735	270	455	39.3
Inorganic Chemistry Discontinued.							
05-06	270	861	1131	700	270	430	38.5
06-07	336	832	1168	762	256	506	33.6

This table shows two important facts:

(A) The amount of work in credit hours in the first year of the medical course has steadily increased.

(B) The proportion of the subjects which are duplicated at Adelbert has steadily decreased from 54.8 per cent to 33.6 per cent, or over two-fifths. This is due primarily to two causes, *viz.*: (a) that when a department of Histology was established at the Medical School in 1901 work in

this subject was doubled and made to extend throughout the year. The Department of Biology at Adelbert did not feel that it could give a year's work and so the subject was discontinued in Adelbert.

(b) Beginning with the year 1904-05 the completion of Inorganic Chemistry was required for all men entering the Medical College (a course for conditioned students was given for one year, but this has been dropped now), and a considerable portion of the time of that subject is taken by subjects not obtainable at Adelbert.

The arrangement of requiring a man to take two-fifths of the Senior year at Adelbert College was very feasible while one-half or more of the first year's medical work was duplicated at Adelbert. Ten years ago the Senior had to go to the Medical School for his Human Anatomy and a half-year course in Bacteriology only.

With the advent of the high entrance requirement and the development of the past five years, there has been an increase not alone in the hours of work, but in the efficiency of the instruction. The increase in the amount of effort required of the student is much more than the mere increase in number of hours shows.

##### 5. *Conclusion.*

The experience of five years and the survey of the present conditions show that for the sake of the student some change should come.

There seem to be two procedures :

1. That the Adelbert Faculty grant our request and allow the man who has completed his third year to devote all of his energy in his Senior year to work given in the Departments of Instruction organized under the medical Faculty.

2. If the Adelbert Faculty is unwilling to do this, we shall have to refuse the Adelbert Senior the privilege of entering all the courses of the first medical class and com-

pleting that year with the Senior Adelbert year. He will have to defer some of his work and be conditioned in it. This condition must then be removed either (a) by summer courses, or (b) by extra work in the second year.

The inauguration of summer courses means additional expense to the Medical School, and less effective instruction. It will take from members of the staff time which they wish to devote to research. To the student it will mean abridgement of his vacation, and added expense for the additional instruction.

It may be said that we should reduce the first year curriculum so that the student will have time to take six hours' work at Adelbert.

In the Medical Department we are doing our best to develop a school which shall be second to none in the country. The present curriculum of the first two years has been developed after much careful study, both of our own conditions and of the trend of medical education in the entire country. We do not feel justified in reducing it. At present it is well unified and gives good results. If we are compelled to condition Adelbert students they will lose the unity of the first year's work. If they have to carry these conditions into the second year it will seriously handicap their work in second-year courses, for which the first-year courses are preparatory.

#### 6. *Our relation to other colleges.*

Aside from the question of the interests of the Adelbert student, this question has a large bearing on the development of the Medical Department.

This is the only medical school in this part of the country to which a college man can consistently go. There is certainly a considerable tendency for colleges which lack any organic professional school relations to allow their Seniors to go *in absentia* to first-grade professional schools. It is our desire to receive Seniors of high-grade colleges *in absentia*.

We believe that this relation can be effected with several colleges in this and neighboring states.

Our committee has informally approached authorities in several colleges on this question. Frequently the response has been that if such a relation with Western Reserve Medical College is worthy, why does not Adelbert College, which is within the same university, entrust its students to the Medical Department for all of the Senior year, instead of for but three-fifths of that year?

Under the present conditions we can give no adequate reply. If the Adelbert Faculty will grant our request, we believe that we can get a working relation to several colleges in the not remote future.

Such a condition will not be an aid to the Medical Department of this University alone, but also to medical education in general.

7. *Usage in other Universities in this matter.*

a. Harvard University requires the degree for entrance to medical work except in special cases. These evidently cover Harvard Academic and Scientific Seniors (who probably have done more than three-fourths of the undergraduate course), for the roster of this year's Medical Freshmen contains fifteen men who are named as Harvard Seniors.

b. Johns Hopkins requires the degree for entrance in every case, but accepts the degree of the three-year course of Hopkins Academic and Yale Scientific courses.

c. Yale allows her Academic Seniors to spend the year in Medical School, and finds this so satisfactory that she advertises a six-year combination for next year.

d. Columbia allows her Academic Seniors to spend the entire year at the Medical School at 59th street.

e. Cornell allows her Academic and Scientific Seniors to elect all their work in the Medical School at Ithaca.

f. Chicago allows her Academic Seniors and Juniors to do all their work in Medical College.

g. Northwestern allows her Academic Seniors to take all their work at the Medical School in Chicago.

h. Illinois does the same.

i. Michigan, Minnesota, Indiana and Nebraska allow both Academic Juniors and Seniors to elect all their work in Medical School.

j. California allows the Juniors and Seniors to spend their entire time in the Medical School at San Francisco.

k. Missouri and West Virginia allow Juniors and Seniors to do all work in Medical School.

l. Iowa allows Juniors to elect part and Seniors all work in Medical School.

m. Kansas allows Seniors to spend all time in Medical School and receive A. B.

n. The recent report of the Provost of University of Pennsylvania indicates that it will soon allow Seniors to spend all their time in the Medical School.

The above list contains most of the leading universities of the country. A dozen more might be enumerated; *e. g.*, Colorado, North Dakota, Washington, etc., but we believe that this list of institutions and their method of meeting the problem shows that if the Adelbert Faculty grants our request they will not cheapen our A. B. as compared to the A. B. of other universities."

After a somewhat prolonged consideration of the question involved in this Report, it was voted by the Adelbert Faculty that Seniors in Adelbert College may be allowed to elect all the work of their Senior year in the Medical School.

The general objection to such an extension of the elective system to a professional school is found in the fear lest the element of culture which the undergraduate college represents may be impaired. The worth of this objection is great. But this objection, in the opinion of members of the Faculty, is set aside by the considerations presented in

the Report of the Committee itself. In fact, the adoption of this method has seemed to most members of the teaching staff of both Adelbert College and of the Medical School as inevitable.

The Graduate School continues to render excellent service to a small number of students. The advantages which the University receives through this department are intimated in the Report of the Dean. One special item in his report may have much significance. The tendency is emerging for not a few students of the undergraduate colleges to complete their undergraduate course in three or in three and one-half years, and to use the balance of the four-year period for graduate work. For Western Reserve University such a method may have much value. College students seldom work too hard. In case they are assured that at the conclusion of four years they are to receive the degree of Master of Arts as well as of Bachelor, they are encouraged to greater exertion. The quality of their studentship is also improved quite as vitally as the amount of studying is enlarged.

The Law School, like the Medical and Graduate, has had an excellent year. One of the significant elements regarding the School is the large proportion of the members who are college graduates or who have at least been college students. Of the one hundred and twenty-six students now in the Law School, forty-seven have taken a degree at some college, and thirty-five have had at least one year in an undergraduate college. The number of students, therefore, who have had a collegiate training represents an important element for giving and receiving worthy instruction. The Franklin T. Backus Law School of Western Reserve University is thoroughly committed to the belief that the law school is a professional school and that therefore those en-



tering it should have received a liberal education. This belief is based upon the demand of the community that only lawyers who have received a good general education are able to do, in the best form, the important business of the community.

It is to be desired that the School should take upon itself, at the earliest possible day, those noble terms for admission which the Medical School represents. In the making of such proposed advance, the number of students will be cut down somewhat. The quality of the teaching itself would become higher,—good as it now is,—and the consequent expense in money greater. With the addition of One Hundred Thousand Dollars to its funds, the School would be able to place itself with the best schools of the country, as it already has a place with the few better schools.

In the School of Dentistry has occurred a certain degree of re-organization which will take effect at the beginning of the next academic year. Dr. H. Milton Brown has been appointed an executive officer of the School and proposes to give much time and attention to its development. In the conditions under which the School has, since its organization in 1892, been laboring, it has made great progress and rendered good service. It has sent forth not less than three hundred and eight graduates. The outlook for the future is auspicious.

The Report of the Dean of the Library School presents the chief facts regarding the newest department. Of those who are now finishing, at this Commencement, their first year in this School, as of those who finished their first year at the Commencement in 1905, each has been offered a place in a library. The demand for trained librarians is great and is to become greater. The School is ministering, in efficient ways, to the meeting of this demand. This demand, *moreover, represents one of the primary needs of humanity.*

For this University, as for several score of universities and colleges throughout the country, the academic year now closing represents an important addition to the condition which makes the academic career desirable. For the year 1905-6 represents the organization of The Carnegie Foundation for the Advancement of Teaching. This Foundation represents a pension fund for professors in American colleges. It will, when put in operation, give an opportunity for professors in the University who, as professors, have taught twenty-five years, without regard to age, or, who have taught fifteen years and have reached the age of sixty-five, to be excused from further service and to receive each year from this Pension Fund a grant equivalent to about one-half of their regular salary. Rich as is the advantage thus offered, the advantage should not, however, be allowed to interfere with the proper increase of the stipend offered to members of the teaching staff.

The orderliness of students of all departments has been excellent. Little of the boisterous horse-play which is found in some colleges has entered Western Reserve. Instances of misbehavior have been few and slight. These few instances have been somewhat magnified by untrustworthy reports. These reports, however, have usually been confined to the first weeks of the academic year. The fact that in almost every calling most newcomers are subjected to certain annoyances helps to explain, without at all justifying, ill-behavior.

In both undergraduate colleges, the students assemble at quarter past nine o'clock of each day (in Adelbert College no service is held the morning of each Saturday, in the College for Women, none the morning of Monday) for a service of worship or for an address. In Adelbert College the quarter of an hour is usually given to an address.

Several clergymen have, in turn, conducted this service. The addresses thus made have been in content religious and ethical, in method interpretative, and in result inspiring and impressive. The noble Florence Harkness Memorial Chapel lends itself to the service of worship as the room in Adelbert College cannot. In the Chapel the service of worship, consisting of the reading of the Bible, the singing of a hymn, and of prayer, represents the more usual method, although in this Chapel addresses are frequently, but not regularly, given. The service of worship becomes more impressive through the noble architecture of the Florence Harkness Memorial.

The constituency whence the undergraduate colleges draw their students enlarges. In fifteen years the enlargement is as follows:

#### FRESHMAN CLASSES:

ADELBERT COLLEGE:	COLLEGE FOR WOMEN:
1890	1890.
Counties.	Counties.
Cuyahoga County .....16	Ashtabula County ..... 1
Erie County ..... 1	Cuyahoga County ..... 6
Huron County ..... 2	Cuyahoga Co. (Spec.)...16
Lake County ..... 3	Lake County ..... 1
Mahoning County ..... 1	Washington, D. C..... 1
Portage County ..... 2	—
Trumbull County ..... 1	Grand Total .....25
Bradford Co. (Penn.)... 1	
Parksley Co. (Va.)..... 1	
—	
Total .....28	
Specials.	
Cuyahoga County ..... 2	
Geauga County ..... 1	
Sandusky County ..... 1	
Seneca County ..... 1	
—	
Total Specials ..... 5	
Grand Total.....33	

## ADELBERT COLLEGE:

1905.

Allen County .....	2
Ashland County .....	1
Ashtabula County .....	2
Auglaize County .....	1
Belmont County .....	1
Carroll County .....	1
Columbiana County.....	7
Cuyahoga County .....	56
Geauga County .....	5
Lake County .....	4
Lorain County .....	1
Lucas County .....	1
Huron County .....	2
Medina County .....	2
Richland County.....	2
Seneca County .....	5
Summit County .....	5
Trumbull County .....	3
Tuscarawas County .....	1
Sioux City, Ia.....	1
Jackson, Minn. ....	1
Oil City, Penn.....	1
Ridgway, Penn. ....	2
Wood County .....	1

Total Regulars .....104

## Specials.

Columbiana County .....	1
Cuyahoga County .....	4
Tuscarawas County .....	1
Pagsanjan, Laguna .....	1

Total Specials ..... 7

Grand Total .....111

## COLLEGE FOR WOMEN:

1905.

Allen County .....	1
Ashtabula County .....	2
Columbiana County ....	1
Cuyahoga County .....	59
Geauga County .....	1
Huron County .....	2
Lake County .....	4
Lorain County .....	1
Mahoning County .....	2
Summit County .....	2
Trumbull County .....	2
Wood County .....	1
Phillips, Me. ....	1
Pittsburg, Penn. ....	2
Fredonia, N. Y. ....	1
Austin, Texas .....	1
Denver, Colorado .....	1
Holton, Kansas .....	1
Kewanee, Illinois .....	1
Binghamton, N. Y.....	1

Total Regulars .....87

## Specials.

Ashtabula County .....	1
Cuyahoga County .....	5
Lake County .....	1
Seneca County .....	1

Total Specials ..... 8

Grand Total .....95

In the year 1890 the thirty-three new students of Adelbert College came from twelve counties and States, and in the year now closing the one hundred and eleven new students came from twenty-five counties and States.

The relation of a college and the schools whence come its students in the continuation of their education should be

of mutual respect, helpfulness, and cordiality. The college is in peril of feeling that the high school may be somewhat unnecessarily rigid in its methods, and the high school is in peril of feeling that the college may manifest a certain condescension. The college should realize that it would be impossible for it to succeed without the high school or the academy, and the high school, in turn, should not be unwilling to receive whatever of suggestion the college may, with propriety, offer. I am glad to be able to say that the relation existing between high schools and the colleges seems to be ideal. The frequent visits of members of the Faculty to these schools, and especially of Professor Dickerman and of Professor Perkins, promotes acquaintance and cordiality of relationship. This relationship has, in the last year, taken on a special form. For almost a decade, at each Thanksgiving season, has been held in Adelbert College a conference of instructors in secondary schools and of instructors in colleges. At the last conference a report was made on a course of study for the high schools. The course as thus formulated has been published, and, through the office of the President, copies have been sent to the high schools of Ohio and adjoining States.

One of the significant elements of college life is the relatively small number of those entering who finally, after four years, graduate. In these colleges, as in most colleges, only about half of those who matriculate receive a degree. I beg leave to present a statement of the mortalities which have attended the classes now in college, and a detailed analysis of the Class of 1906.

Year	Fresh. roll	Soph.	Junior	Senior	Total Loss
1906	78	57	36	33	45
1907	86	71	50		36
1908	100	74			26
1909	111				—

## Detailed analysis of Class of 1906:

- (1) Freshman Year: Number dropped during year, eleven.

Freshman Reasons: One failed, transferred next year to Law School; one failed, reporter; one expelled; one failed, Harvard next year; the remaining seven of the eleven failed, two of them are working but have not made progress. The others have been lost track of.

- (2) Sophomore Year:- New members, four. Number failed to re-enter, fourteen.

Sophomore Reasons:- One transferred to Law, 1906; one entered Columbia, graduates 1906, intends to study Theology; one entered Dartmouth, 1906; one entered Washington and Jefferson, 1904, returned to Adelbert 1904-05, in a bank 1905-06; one remained out of college and worked two years, entered Kenyon College as Sophomore in 1905; one became representative in the State Legislature; one secured fair position on newspaper during summer and remained as Marine Reporter; one, whose father died, had to go to work to support family; one had to work a year, returned and entered the Class of 1907; the five remaining are unaccounted for.

- (3) Junior Year:-Loss to the class of 1905, four; to 1907, ten; New men, two. Number failed to re-enter, nine.

Junior Reasons:- Two entered the Law School, two went to work for the American Steel & Wire Company seemed to be getting little out of college; one became a traveling salesman for the same reason; one entered the newspaper work for financial reasons; another, electrical work, and another odd jobs, both for financial reasons; one entered Michigan Medical College because the requirements in his case were not so severe there as here.

- (4) Senior Year:-Number of original '06 Class, in college June 1905, plus additions to that date, who failed to re-enter, thirteen.

Senior Reasons:- One transferred to Michigan Medical—Arts Combination Course because the College did not require for an A. B. degree as much Latin as Adelbert College requires in the combination course; two trans-

ferred to Law, one is studying Dentistry; one is taking Senior work at Leland Stanford much for the novelty of California; one felt he was not doing good work in College, is employed by a Telephone Company; one secured a City political job that seemed more attractive than College; another went into the newspaper work for the want of money; one, father died, is on the farm supporting family; two others have good positions; one is in the oil business in Indiana, will probably return to College; one will graduate with the Class of 1907.

Of the original 1906 men who are not graduating with the class, three are taking their degrees in other colleges, two will graduate with Adelbert 1907, two are studying law out of college, one is practising law, having graduated from W. R. U. Law School before entering Adelbert, one graduates from a School of Dentistry.

A similar statement I beg leave to suggest regarding the classes in the College for Women:

	1906	CLASS OF		
		1907	1908	1909
Freshman Roll .....	80	58	89	87
Failed to re-enter Sophomore year .....	19	10	30	9
Drop back into lower class .....		2		
Enter during year from outside .....	2		6	
Additions from upper classes .....	8		1	
Sophomore Roll .....	71	46	66	
Failed to re-enter Junior year .....	15	10		
Drop back into lower class .....	6	4		
Graduate in three years .....	3	4		
Additions to class .....		8		
Junior Roll .....	47	36		
Additions from 1907 .....	4			
Additions from 1905 .....	2			
Drop out in Senior year .....				
Enter from other colleges .....	2			
Drop out .....	6			
"Specials" become regular .....	3			
Graduates .....	52			

It is, however, to be said that the advantages attending even a brief residence in a college may be great. A year, or even a half-year, of college life may prove to be a vitalizing influence in character, and determinative of career. It is certainly true that few are hurt by even a brief residence within college walls.

The impression prevails that the American college boy is not a hard worker. It is often regarded that he is either indolent or interested in other concerns than intellectual. I have, therefore, caused an examination to be made of the amount of studying which students are doing in Adelbert College.

The data of the examination are found in twenty-nine Freshmen, selected as being fair representatives of the Class. The twenty-nine men carry a total of 75 hours' work per day, not including the time spent in class room. This represents a time spent in actual study of 2:59 hours for each man. In addition, between the twenty-nine men 14 laboratory courses per week are carried. Each laboratory course averages six hours' work in the laboratory per week, making a total of 84 hours a week of laboratory exercises. This represents an average of .425 hours per day for each man, which added to the 2:59 hours per day of actual study makes an average amount of work done outside of class-room, of 3.015 hours per day. Recitations represent 3 hours a day. Six hours a day, therefore, represent the average amount of intellectual work done by a member of the Freshman class. Certain men work more, and certain men less.

In the College for Women each student, as a rule, attends recitations fifteen hours a week. I find that the best students in this College, in addition to these fifteen hours, spend from seventeen to twenty-five hours in regular study. I learn that, in addition, students in History, Economics, and



Philosophy, spend about six hours each week in collateral reading. Students who might be called fairly good usually spend from twelve to fifteen hours a week upon regulation work and five or six upon outside reading. From low-ranking students I have not been able to secure a report which is worthy of your consideration, but I judge that the number of hours is perhaps one-half of the number used by the best students.

Such a statement gives ground for the belief that neither college girls nor college boys are over-working. In the somewhat more than five hundred undergraduates, there are occasional instances of over-work and of consequent disaster, but they are few. The college student of Cleveland studies with wisdom and with good results for himself. As compared to most colleges of New England this amount of intellectual work is large.

The American college is recruited from families which are themselves without academic tradition. Of the three hundred and seventy graduates of the College for Women, three and fifty-one one-hundredths per cent are daughters of those who are graduates of Western Reserve, and one and sixty-two one-hundredths per cent, of those who have been former students. Nineteen and four-tenths per cent are daughters of those who are graduates of other colleges, and twenty-two and seven-tenths per cent are daughters of those who have been students in other colleges, but not graduates. No less than fifty-seven and eight-tenths per cent are daughters of those who have not received any part of academic training. Of the two hundred and fifty-two students now in the College, less than one per cent are daughters of those who have received degrees from the University, eleven and eleven one-hundredths per cent are children of those who have college degrees, fifteen and eighty-seven one-hundredths per cent are children of those who have studied in

college, but without having received a degree, and no less than seventy-three and one one-hundredth per cent are daughters of parents who have never been college students.

The students in Adelbert College whose homes are outside of Cleveland adopt one of three different methods for their residence. A few, and only a few, room in the Adelbert Dormitory. A few also become members of fraternities and the houses of fraternities become dormitories. But the larger share prefer to room in private houses. The number of men in the various fraternity houses in the current year is as follows: Alpha Delta Phi, three; Beta Theta Pi, six; Delta Kappa Epsilon, eight; Delta Upsilon, six; Delta Tau Delta, six; Alpha Tau Omega, five; Phi Gamma Delta, six. The steadiness of the number who make their home in these houses, as indicated by the following table, is noteworthy:

#### STUDENTS IN FRATERNITY HOUSES.

	A. D. P.	B.T.P.	D.K.E.	D.U.	D.T.D.	A.T.O.	P.G.D.	TOTAL
a. 1902-3—5	7	7	7	8	5	6	45	
b. 1903-4—3	9	7	5	6	5	8	43	
c. 1904-5—2	6	8	4	8	6	6	40	
d. 1905-6—3	6	8	6	6	5	6	40	

The reason for this steadiness seems to be as follows: In the first place, it will be noticed that the number of men living in the respective houses is pretty even from year to year. I think this is due to the present policies of the various fraternities,—whether these policies are the result of inherent principles or are due to the fraternities following lines of least resistance in adding members to themselves respectively is irrelevant,—regarding the selecting of men, city men or out-of-town men.

In the second place, this steadiness is the result of the tendency of the fraternities to carry about the same-sized chapters each year. Wherefore, since there has been no change in the number of fraternities in the years *under consideration*, and no marked change in the respective

policies of the fraternities regarding the home cities of their members, there has been no change in the number of men living in the fraternity houses.

In this year has been made the last payment on account of the legacy of Mr. D. B. Fayerweather. The whole amount received on account of this legacy is \$178,271.41.

The money has been used for the following purposes:

For Endowment Fund .....	\$ 88,720.84
For Construction of Biological Building .....	20,000.00
For Legal expenses .....	13,378.67
For Deficit previous to 1891, for which the cash had been borrowed from the Endowment Fund.	35,581.48
For Current Deficit 1891-1900.....	20,590.42
Total	\$178,271.41

A full statement regarding this celebrated case was made in my Annual Report for 1897-1898, pages thirteen to eighteen.

The use of some Fifty-six Thousand Dollars of the proceeds of the Fayerweather legacy, in payment of deficits, represents a not unusual condition in the American college. It is a condition, however, which should never obtain except under most unusual and unforeseen circumstances. This condition gives a special emphasis to the fact that the present fiscal year in this University closes with a surplus in the funds of several departments. The surplus is indeed small, but it represents what should be the method of conducting the business of an academic, as of any other, corporation, whether organized for the purpose of profit or of philanthropy. To some, a deficit in the annual budget of a college may seem to represent an attempt to do its full duty. A deficit, however, usually seems to me to represent a lack of wisdom in planning the work of a forthcoming year, or a lack of faithfulness in spending money. A college and a university should do all it can do for scholarship and for every other form of human betterment. Catastrophes and unforeseen conditions may at times properly *cause an over-draft*. But, usually, an institution of education *should plan* to meet the charges of each year out of

that year's income. Such a policy represents a proper union of progressiveness and of conservativeness and a proper respect for, and co-operation with, those upon whom the duty of administration rests.

The fact of a surplus in funds, however, is not to be interpreted as evidence that the University is living up to the duty which opportunity creates. The University requires further endowment for the paying of a proper stipend to its professors. The heavy increase in the cost of living is laying a heavy burden on many of our professorial associates. The need of additions to equipment is also great. The Gymnasium for the College for Women is still unbuilt. An addition should at once be made to the Gymnasium of Adelbert College. A new hall of residence for the College for Women could be filled with students. The Graduate School only wants a proper endowment for vastly increasing the worth of its service. The demand for endowment in the Medical School and the Law is most urgent. The worth of this University in every department is limited only by its own insufficiencies. These insufficiencies we are to seek to make as slight and as few as possible. For securing this result let us be thankful for all the ability, wisdom, and enthusiasm which are given unto us.

To the reports of the Dean, Registrars, and other officers, I beg leave to call your most considerate attention. Not a few of these reports are statistical, but as such they represent significant facts regarding the administration of the University.

I beg leave to submit to you this report with a deep sense of appreciation for the privilege of working with you.

I beg to remain, Very truly yours,

CHARLES F. THWING, *President*.

*Cleveland, 12 June, 1906.*

# REPORT OF THE DEAN OF ADELBERT COLLEGE

The various courses given during the past year, with the number of students attending each, are shown in the following tables:

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Bible .....	1	Life of Christ .....	..	1	..	95	3	99
Biology .....	2	Invertebrate Anatomy ..	1	..	..	..	1	2
" .....	3	Vertebrate Anatomy .....	1	5	1	..	2	9
" .....	6	Physiology .....	2	..	..	..	..	2
" .....	12	Living Things .....	12	9	3	1	..	25
Chemistry ..	1	Inorganic: Non-Metals ..	..	2	15	1	1	19
" .....	3	Inorganic .....	..	..	6	43	..	54
" .....	5	Organic .....	1	2	6	..	2	11
" .....	7	Inorganic Preparations ..	..	2	4	..	1	7
" .....	9	Quantitative .....	2	2	..	..	..	4
" .....	11	Physiological .....	1	2	..	..	..	3
" .....	..	Organic Preparations ..	1	..	..	..	..	1
Economics ..	1	Elements .....	2	15	45	3	3	68
" .....	3	Money and Banking .....	5	6	..	..	1	12
" .....	9	Comparative Politics .....	4	10	1	..	..	15
English .....	1	Rhetoric .....	..	..	..	93	3	96
" .....	3	Themes .....	1	3	69	..	3	76
" .....	5	Daily Themes .....	2	8	1	..	..	11
" .....	6	Daily Themes .....	..	..	..	..	..	..
" .....	7	Forensics .....	5	3	1	..	..	9
" .....	10	Chaucer and Spencer .....	..	6	12	1	1	20
" .....	12	Milton .....	5	10	2	..	..	17
" .....	18	Collins to Keats .....	5	11	1	..	..	17
" .....	14	Tennyson .....	2	6	4	..	..	12
" .....	21	Old English .....	1	3	..	..	..	4
French .....	1	Elementary .....	1	10	24	21	3	59
" .....	3	Nineteenth Century Texts	4	5	4	..	..	13
" .....	8	History of Literature .....	1	..	..	..	..	1
" .....	9	Historical Grammar .....	2	..	..	..	..	2

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Geology	1	Mineralogy	2	4	1	..	2	9
"	3	Lithology	9	16	2	..	1	28
German	1	Elementary	..	1	3	52	2	58
"	3	Second Year	..	8	38	17	2	65
"	5	Selected Masterpieces	..	..	1	12	1	14
"	7	Author Course	..	7	7	..	2	16
"	18	Recent Drama	..	3	1	..	..	4
"	25	.....	..	..	1	3	..	4
Greek	2	Attic Orators	2	..	..	8	..	10
"	4	Plato	..	..	10	..	..	10
"	5	Comedy	..	2	..	..	..	2
"	..	New Testament	1	..	..	..	..	1
Hebrew	..	.....	..	1	..	..	..	1
History	1	Mediaeval	..	1	11	35	2	49
"	5	England	..	6	1	1	1	9
"	7	American Colonies	4	3	6	..	..	13
"	9	French Revolution	10	9	1	..	..	20
"	11	Europe since 1815	2	..	..	..	1	3
Church Hist	1	Modern	5	5	3	..	..	13
Latin	1	Livy or Cicero	2	5	9	70	..	86
"	3	Horace	..	..	..	..	..	..
"	5	Cicero's Letters	..	..	..	..	..	..
"	..	Elementary	..	1	7	14	..	22
Mathematics	1	Trigonometry	..	..	..	89	1	90
"	4	Algebra	..	4	47	..	4	55
"	8	Calculus	2	11	..	..	2	15
Music	3	Harmony	3	..	..	..	..	3
Philosophy	1	Psychology	1	18	20	2	2	43
"	5	Ethics	5	3	..	..	..	8
"	6	History	3	2	..	..	..	5
Physics	1	Mechanics, Sound, Heat	2	4	39	..	2	47
"	9	Descriptive	3	3	..	..	..	6
"	11	Experiment	..	..	2	..	..	2
Spanish	1	Elementary	1	2	..	..	..	3

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Astronomy..	1	Descriptive .....	6	16	23	2	3	50
Biology .....	1	Elementary .....	2	2	10	9	3	26
" .....	5	Special .....	1	1	..	..	..	2
" .....	7	Vertebrate Embryology ..	..	4	1	..	2	7
" .....	9	Animal Behavior .....	9	5	1	..	1	16
" .....	10	Botany .....	2	..	..	1	..	3
Chemistry ..	2	Inorganic .....	..	3	8	1	1	13
" .....	4	Inorganic .....	..	..	8	43	1	52
" .....	6	Organic .....	1	3	4	..	2	10
" .....	8	Qualitative Analysis .....	..	6	2	..	..	8
" .....	10	Quantitative Analysis .....	2	3	..	..	..	5
" .....	12	Physical .....	2	2	..	..	..	4
Economics..	2	Theory .....	2	3	4	..	1	10
" .....	4	Public Finance .....	1	11	5	1	3	21
" .....	6	Transportation .....	2	16	15	2	1	36
English .....	2	Rhetoric .....	..	1	..	90	1	92
" .....	4	Theme Writing .....	1	5	62	..	2	70
" .....	5	Daily Themes .....	1	1	..	..	..	2
" .....	6	Daily Themes .....	4	6	1	..	1	12
" .....	11	Shakespeare .....	2	11	19	..	2	34
" .....	15	American Literature .....	3	5	..	..	..	8
" .....	17	The Novel .....	3	5	5	..	..	13
" .....	19	Shakespeare .....	7	..	5	..	..	12
" .....	22	Middle English .....	..	3	..	..	..	3
" .....	30	.....	4	2	4	..	..	10
French .....	2	Elementary .....	1	11	18	20	2	52
" .....	4	Classic Drama .....	3	4	4	..	..	11
" .....	7	16th Century Literature ..	1	..	..	..	..	1
" .....	10	Historical Grammar .....	2	..	..	..	..	2
Geology .....	2	Mineralogy .....	..	..	1	..	1	2
" .....	4	Structural .....	6	11	3	..	1	21
German .....	2	Elementary .....	..	5	20	60	3	88
" .....	4	Second Year .....	..	1	12	6	1	20
" .....	6	Selected Masterpieces .....	..	..	..	..	13	13
" .....	8	Author Course .....	..	4	5	..	1	10
" .....	25	.....	..	4	..	..	..	4
" .....	26	.....	..	1	1	3	..	5
Greek .....	1	Attic Orators .....	2	..	..	9	..	11
" .....	3	Plato .....	..	1	5	2	..	8
" .....	6	History .....	..	2	..	..	..	2

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
History.....	4	France .....	..	2	3	20	1	26
" .....	6	Eng. in 18th-19th Cen....	1	5	1	..	1	8
" .....	8	United States .....	3	3	9	..	1	16
" .....	10	Napoleonic Period .....	11	6	1	..	..	18
" .....	12	American Diplomacy .....	5	1	1	..	1	8
Church Hist. *		Life in Middle Ages .....	13	10	2	..	1	26
Latin.....	2	Plautus .....	3	7	9	60	..	79
" .....	4	Tacitus, Juvenal .....	..	..	10	2	..	12
" .....	6	Lucretius .....	..	2	..	..	..	2
" .....		Elementary .....	..	..	1	14	..	15
Mathematics	2	Analytic Geometry .....	..	..	1	87	3	91
" .....	6	Trigonometry, Surveying.	1	6	15	..	3	25
" .....	7	Calculus. ....	..	1	26	..	4	31
" .....	11	Differential Equations....	..	9	..	..	1	10
Philosophy .	3	Logic .....	1	2	8	1	1	13
" .....	4	Introduction .....	..	15	14	..	2	31
" .....	13	Advanced Psychology ...	3	2	..	..	..	5
" .....	15	Philosophy of Religion...	1	1	..	1	1	4
" .....	16	Metaphysics .....	6	1	..	..	1	8
Physics.....	2	Electricity, Light.....	1	6	27	..	1	35
" .....	6	Advanced Electricity.....	3	3	..	..	..	6
" .....	7	(a) Mechanical Drawing..	..	..	6	7	1	14
" .....	7	(b) Descriptive Geometry.	..	6	3	..	1	10
		Romance Philology .....	1	..	..	..	..	1
Spanish....	2	Modern Literature .....	1	1	..	..	..	2

Thirty-one students expect to enter Case School, according to the five-year arrangement, at the end of their Junior year.

Twenty-one, including members of the present Senior class expect to take part of their Senior work at the Medical school, and twenty-three at the Law school. About twenty-eight per cent. of all the students in college are thus taking the combined courses with professional schools.

Respectfully submitted,

FRANK P. WHITMAN,

Dean.



REPORT OF THE SECRETARY OF THE FACULTY  
OF ADELBERT COLLEGE.

There have been nine (to May 7th), meetings of the entire Faculty during the past year and six (to May 7th), of the permanent officers. As usual the business transacted by the latter has related to appointments to the staff of instruction and their recommendations have been already transmitted to the Board.

The meetings of the entire Faculty have been somewhat more important than those of last year, and action has been taken on some matters of general interest. On account of the small number of those who present Greek for admission, it has been deemed advisable to open the course in elementary Greek to all students. The unit system of entrance requirements has been adopted, which permits students to offer some substitutes for part of the work hitherto theoretically demanded in certain prescribed subjects, especially Latin. No student will hereafter be recommended to the Faculty of the Case School of applied Science, in the combined course, who has not attained a grade of Fair or higher.

The work in the gymnasium will hereafter count as a requirement for graduation, and students who are excused from this work will be required to take an extra course for one-half year. The conditions for the award of the Harriet Pelton Perkins Prize Scholarship in English, have been amended, with the consent of the donor, Mr. Edwin R. Perkins, so that the end in view may be attained more perfectly. The subject of intercollegiate football has been under consideration, and the recommendations of the Ohio Athletic Conference have been adopted. Further action has been postponed for the present, in order to see what effect these recommendations may have upon the game and its management.

Respectfully Submitted

SAMUEL BALL PLATNER.

Secretary of the Faculty.

## REPORT OF THE REGISTRAR OF THE COLLEGE FOR WOMEN.

The following table shows the courses as taken in the year 1905-1906:

### FIRST HALF-YEAR

Course	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Art.....	Post-classical .....	Prof. Fowler..	17	7	..	..	1	25	25
Bible.....	1 Life of Christ.....	Pres. Thwing ..	1	1	78	2	82	..	..
"	3 Old Testament.....	Assoc. Prof. Haydn	2	4	57	3	66	148	..
Biology.....	2 Invertebrate Zoology.....	Prof. Herrick..	..	1	..	..	1	..	..
"	9 Vertebrate Zoology .....	Prof. Herrick..	1	1	..	..	2	..	..
"	6 Physiology.....	Mr. James.....	5	6	..	..	11	..	..
"	10 Botany .....	Mr. James.....	2	1	..	..	3	..	..
"	12 Living Things .....	Prof. Herrick..	3	3	1	..	7	24	..
Chemistry.....	1 Non-Metallic Elements..	Assoc. Prof. Gruener	6	17	21	22	1	67	..
"	2 Inorganic .....	Ass't Prof. Tower	..	..	4	12	16	..	..
"	7 Qualitative Analysis ..	Assoc. Prof. Gruener	2	1	..	..	3	86	..
Economics.....	1 Elements.....	Dr. Arbuthnot..	22	5	2	..	1	30	30
English.....	1 Principles of Composition ..	Miss Myers.....	..	..	..	90	2	92	..
"	3 Daily Themes .....	Miss Myers.....	3	4	4	1	2	14	..
"	5 Themes.....	Miss Myers.....	3	..	..	..	3	..	..
"	12 Spencer and Milton.....	Mr. Harrison..	1	..	..	..	1	2	..
"	13 Shakespeare .....	Miss Myers.....	24	11	6	..	3	44	..
"	18 Shakespeare .....	Mr. Harrison..	11	7	2	..	20	..	..
"	16 Classicism.....	Mr. Harrison..	..	6	60	5	71	246	..
Geology.....	3 Dynamic .....	Prof. Cushing..	7	7	2	1	17	17	..
German.....	1 Elementary .....	Prof. Deering..	..	..	..	17	17	..	..
"	1 Elementary.....	Mr. Danton..	1	1	8	3	13	..	..
"	3 Modern German Prose .....	Prof. Deering..	..	..	..	14	1	15	..
"	3 Modern German Prose .....	Mr. Danton..	..	1	18	1	20	..	..
"	5 Schiller .....	Mr. Danton..	2	1	2	12	1	18	..
"	5 Schiller .....	Mr. Danton..	1	2	2	12	17	..	..
"	7 Goethe.....	Prof. Deering..	7	4	11	6	28	..	..
"	10 Lessing.....	Mr. Danton..	2	2	5	..	1	10	..
"	16 History of German Language.	Prof. Deering..	12	5	4	1	2	24	162
Greek.....	2 Attic Orators.....	Prof. Fowler..	..	..	..	14	14	..	..
"	3 Drama.....	Prof. Fowler..	1	..	2	..	3	..	..
"	5 Aristophanes and Lucian.....	Prof. Bill.....	..	2	..	..	2	..	..
"	A Elementary.....	Mr. Tanner..	1	1	5	3	1	11	..
"	B Xenophon and Homer .....	Mr. Findley..	..	..	2	1	3	33	..

## FIRST HALF-YEAR.

Course.		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.
History...	1	Middle Ages.....	Dr. Robertson.	..	..	8	26	6	40
"	3	England .....	Dr. Benton....	5	1	4	..	1	11
"	5	American Colonial.....	Dr. Robertson.	5	10	9	1	..	25
"	7	French Revolution.....	Prof. Bourne..	8	10	1	..	1	20
"	8 B	Europe after 1815.....	Prof. Bourne..	21	3	..	..	2	26
"	9	Am. Political Institutions....	Dr. Robertson.	6	4	1	..	1	12
"	11	English Reformation.....	Prof. Bourne..	2	1	..	..	..	3
"	14	Beliefs and Superstitions of Middle Ages.....	Assoc. Prof. Severance	1	4	1	2	1	9 14
Latin.....	1	Livy.....	Prof. Perkins..	..	..	1	83	2	86
"	3	Horace, Odes and Epodes.....	Prof. Perkins..	..	1	45	3	..	49
"	6	Tacitus and Suetonius.....	Prof. Perkins..	20	15	3	..	..	38 173
Mathematics..	1	Trigonometry.....	Prof. Palmié..	1	..	1	75	2	79
"	5	Analytical Geometry.....	Prof. Palmié..	4	4	10	..	..	18
"	7	Integral Calculus.....	Prof. Palmié..	1	4	..	..	..	5 102
Music.....		Hist. of Music and Harmony..	Mr. Clemens ..	5	1	3	3	..	12 12
Philosophy...	2	Psychology .....	Prof. Aikins ..	8	20	8	1	5	42
"	3	Ethics .....	Prof. Aikins ..	9	4	..	..	..	13 55
Physics.....	9	Descriptive.....	Prof. Whitman ..	..	4	21	23	..	48 48
Romance Languages.									
French.....	1	Elementary. ....	Mr. Ostrander.	1	..	13	5	7	26
"	3	Modern French.....	Mr. Ostrander.	..	4	24	6	..	34
"	5 A	Conversation, Composition..	Mr. Borgerhoff	8	4	1	1	1	15
"	13	16th Century Literature.....	Mr. Borgerhoff	2	..	..	..	..	2
"	17	Outline History of French Literature .....	Mr. Borgerhoff	6	1	3	..	..	10
Italian.....	1	Elementary.....	Mr. Borgerhoff	6	1	4	1	..	12
"	3	Dante's Divine Comedy.....	Mr. Borgerhoff	3	..	..	..	..	3
Spanish .....	1	Elementary .....	Mr. Ostrander.	2	1	1	..	1	5 107

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Art.....	Renaissance.....	Prof. Fowler..	17	14	1	..	6	38	38
Astronomy..	.....	Prof. Whitman	2	2	19	3	1	27	27
Bible. . . .	2 Acts and Epistles.....	Assoc. Prof. Haydn	..	1	1	79	4	85	..
"	4 Old Testament.....	Assoc. Prof. Haydn	1	2	42	15	1	61	146
Biology.....	1 General.....	Prof. Herrick..	2	4	11	3	4	24	..
"	10 Botany.....	Mr. James.....	2	1	..	..	..	3	27
Chemistry.....	3 Metals.....	Assoc. Prof. Gruener	..	3	10	..	1	14	..
"	4 Physiological.....	Ass't Prof. Tower..	2	..	..	..	..	2	16
Economics... 6 a	Transportation.....	Dr. Arbuthnot	12	6	..	..	1	19	19
Education.....	Philosophy of.....	Dr. Norton.....	..	2	..	..	..	2	2
English.....	2 Composition.....	Miss Myers.....	..	..	1	78	6	85	..
"	4 Themes.....	Miss Myers.....	2	3	2	1	3	11	..
"	7 a Verbalization.....	Miss Myers.....	5	1	2	..	1	9	..
"	14 Shakespeare.....	Miss Myers.....	27	17	5	..	7	56	..
"	17 Rom'tic Movem't in 18th Cent.	Mr. Harrison..	3	4	44	4	3	58	..
"	18 American Literature.....	Mr. Harrison..	10	2	2	..	1	15	234
Geology.....	4 Structural and Historical.....	Prof. Cushing..	4	2	..	..	..	6	..
"	5 Physiography.....	Prof. Cushing..	5	9	10	2	1	27	33
German.....	2 Elementary.....	Prof. Deering..	1	1	5	4	..	11	..
"	2 Elementary.....	Mr. Danton.....	..	..	2	14	2	18	..
"	4 Modern Texts.....	Prof. Deering..	..	..	..	13	2	15	..
"	4 Modern Texts.....	Mr. Danton.....	..	2	15	1	1	19	..
"	6 Classic.....	Mr. Danton.....	..	..	..	14	..	14	..
"	6 Classic.....	Mr. Danton.....	3	2	4	6	1	16	..
"	8 19th Century.....	Prof. Deering..	2	..	9	3	3	17	..
"	9 Faust.....	Prof. Deering..	10	10	5	..	..	25	..
"	22 Grillparzer.....	Mr. Danton.....	2	1	2	1	2	8	143
Greek.....	A Elementary.....	Mr. Tanner.....	1	1	2	2	2	8	..
"	1 Homer.....	Prof. Bill.....	..	..	2	15	1	18	..
"	3 The Drama.....	Prof. Fowler..	..	..	2	..	..	2	..
"	6 History.....	Prof. Fowler..	..	3	..	..	..	3	31
History.....	1 Middle Ages.....	Dr. Robertson..	..	2	30	49	5	86	..
"	2 France.....	Prof. Bourne..	3	1	11	23	7	45	..
"	3 England since 1688.....	Dr. Benton.....	3	2	4	..	..	9	..
"	6 United States.....	Dr. Robertson..	8	16	9	3	1	37	..
"	8 a Napoleonic Era.....	Prof. Bourne..	6	9	1	..	..	16	..
"	12 Historical Research.....	Prof. Bourne..	17	..	..	..	2	19	..
"	16 The Reformation ..	Assoc. Prof. Severance	5	2	3	..	2	12	224
Latin.....	2 Cicero de Senectute, Plautus.	Prof. Perkins..	..	1	2	76	1	80	..
"	9 Catullus.....	Prof. Perkins..	..	..	34	1	..	35	..
"	12 Juvenal, Martial.....	Prof. Perkins..	..	10	3	..	..	13	..
"	15 Teachers' Training Course.....	Prof. Perkins..	23	2	1	..	1	27	155
Mathematics..	2 Algebra.....	Prof. Palmié.....	..	2	7	72	5	86	..
"	4 Foundations of Geometry.....	Prof. Palmié.....	6	11	1	..	1	19	..
"	6 Differential Calculus.....	Prof. Palmié.....	..	1	9	1	..	11	..
"	12 Projective Geometry.....	Prof. Palmié.....	..	3	..	2	..	5	121

## SECOND HALF-YEAR.

Course.		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Music.....	2	History and Harmony.....	Mr. Clemens...	1	..	3	1	1	6	6
Philosophy....	4	Introdu'n to Philosophy ..	Prof. Aikins...	15	19	3	..	4	41	..
"	10	Advanced Psychology .....	Prof. Aikins...	1	..	3	..	1	5	46
Physics.....	1	Light, Electricity, Magnetism.	Prof. Whitman	4	..	1	..	..	5	5
Romance Languages.										
French.....	2	Elementary .....	Mr. Ostrander.	1	..	12	7	5	25	..
"	4	Modern French .....	Mr. Ostrander.	..	5	24	1	..	30	..
"	6 A	Composition .....	Mr. Borgerhoff	5	3	1	3	3	15	..
"	14	History of Old Fr. Literature.	Mr. Borgerhoff	1	..	..	..	..	1	..
"	18	Outline Hist. of Fr. Literature.	Mr. Borgerhoff	4	2	1	..	..	7	..
Italian....	2	Modern Italian .....	Mr. Borgerhoff	3	1	4	..	..	8	..
"	4	Dante .....	Mr. Borgerhoff	3	..	..	..	..	3	..
Spanish .....	2	Elementary .....	Mr. Ostrander.	1	1	1	1	..	4	93

Respectfully submitted,

BERTHA L. TORREY,

Registrar.

## REPORT OF THE DEAN OF THE GRADUATE SCHOOL.

I have the honor to submit the following report for the Graduate School for the year 1905-1906:

During the current year twenty-four students, nine men and fifteen women, have been enrolled in the Graduate School. Eight of these are graduates of the College for Women, seven of Adelbert College, two of Ohio State University, three of Vassar College, two of Smith College, one of Colgate University, and one of Oberlin College. Of these students twenty began their work as new students last September, while three returned for a second and one for a third year of graduate study. There are five candidates for the A. M. degree at the coming commencement.

In the different departments instruction has been given as follows: In Archæology to one student, in Art to one, in Biology to three, in Biblical Literature to one, in Chemistry to one, in Economics to seven, in Education to one, in English to four, in Epigraphy to one, in French to one, in Geology to one, in German to three, in Greek to two, in History to eight, in Italian to one, in Latin to two, in Mathematics to one, in Philosophy to two.

The year's work makes evident two or three interesting facts which may be noted here. (1). Of all the students enrolled not one is so situated that he could go elsewhere for advanced study,—which shows that the Graduate School is meeting a very real need by thus giving these young people an opportunity they *could* not otherwise have. (2). Of the students enrolled more than one third are teachers of the schools of the city and vicinity; the fact is significant, because it does not merely mean

that these teachers will be better teachers for their advanced work with us, though that means more than we may realize, but also because it means that the university's influence is, consciously or unconsciously, being planted and fostered in every school in which they teach, because it means that every such student-teacher, whether he knows it or not, is sowing seed whose harvest will some day be gathered into our own *undergraduate* classes. (3). Besides the twenty-four students enrolled four other persons have been allowed to begin and do part of their work for the A. M. degree. One is a senior for the College for Women, who finished in February last all her work for the A. B. degree, though she does not actually receive that degree until June. The other three are Adelbert seniors who lacked in September last only one or two courses for their A. B. It is not possible, of course, to enroll these four, to give them any credit for their work, or even to regard them as graduate students at all until they receive their A. B. degrees in June 1906, yet it seemed wise to allow them meanwhile to fill up their quota of work with the beginnings of the A. M. course, for which they may later receive due recognition after they have actually, as well as practically, become graduates. This seems to be one of the almost necessary results of the now more or less marked tendency to shorten the undergraduate course.

During the year one student of Law and one of Medicine, both regular college graduates, have availed themselves of the opportunity, duly provided by statute, to do part of their work for the Master's degree.

Respectfully submitted,

R. W. DEERING,  
Dean.

## REPORT OF THE DEAN OF THE MEDICAL COL- LEGE.

I have the honor of submitting to you the following report of the Department of Medicine for the academic year 1905-6.

The number of students in attendance, arranged in classes, is as follows:

Fourth year class .....	14
Third year class .....	11
Second year class .....	29
First year class .....	28
Special .....	5
<hr/> Total .....	<hr/> 87

The following colleges and universities are represented in the student body : Adelbert, Allegheny, Denison, Findlay, German Wallace, Grove City, Gymnasium of Bruenn, (Austria) Hamilton, Univ. of Indiana, Keuka, Kenyon, Leland Stanford, Mt. Union, Miami, Oberlin, Ohio Northern, Ohio State, Ohio Wesleyan, Otterbein, Purdue, Univ. of Niagara, Univ. of St. Petersburg, Univ. of Wisconsin, Univ. of Strassburg, State School of Mines and Engineering, (Colorado) Valparaiso, Washington and Jefferson, Wabash, Westminster, Wooster and Yale. Total, 31.

Students are in attendance from 8 states as follows: Indiana, Kansas, Massachusetts, Minnesota, New York, Ohio, Pennsylvania, and West Virginia.

The amount of money collected from tuition is slightly in excess of nine thousand dollars against seven thousand last year. This is due to the increase in the number of students. It is quite likely that a similar increase may



occur the year following, if the regular increase in the student body continues as during the past two years.

Two movements of importance on the part of the Faculty have been made which are worthy of note. The first is an increase in the time of attendance from thirty to thirty-two weeks of actual work. This will be accomplished by postponing the time of examination to June 1st instead of beginning two weeks earlier in May. This practically amounts to making the course in the Medical Department the same as that in the Academic Department, excepting the term will begin on October 1st instead of the latter part of September.

The second important one is the modification of the rule admitting to advanced standing of graduates of literary colleges. Hereafter graduates will not be admitted to second year standing unless they have had training in some recognized medical school, covering the work of the first year in the medical course. Practically it has been found that this will not affect the attendance of students, and does away with the uncertainty of the question of admission to advanced standing on the part of literary graduates. This will not, however, obviate the present plan of accepting "credit work" from students as has heretofore been done.

The increased number of students makes it necessary during the coming year to increase our equipments in the way of microscopes, drums, and other apparatus required in giving the best possible instruction to our classes.

A modification of the work done by Seniors of Adelbert College at the medical school has just been arranged for by the Faculties of the two schools. Hereafter Seniors in Adelbert College, having a certain standing, will be permitted to do the full work of the first year at the medical school, which is certain to be of distinct advantage to those students desiring to enter the medical profession.

At the close of the last year, Dr. John E. Darby resigned as Professor of Therapeutics. It is worthy of special note that Dr. Darby served the college as Demonstrator of Anatomy in the years 1861-62. He then entered the military service for four years during the Civil War. He has been continuously a teacher of Therapeutics since the college year 1866-67. He has served the college faithfully and well.

Dr. M. W. Blackman, A. M. Ph. D. has been elected during the year, Instructor in Histology, Comparative Anatomy, and Embryology, his services proving most satisfactory.

Of a class of nineteen men graduating last June, all but one has had a hospital or college position, everyone desiring it securing such a position. The graduates of Western Reserve have continued to do themselves and the school credit before the Ohio State Board of Examination and Registration.

Very respectfully yours,

B. L. MILLIKIN.

REPORT OF THE DEAN OF THE FRANKLIN T.  
BACKUS LAW SCHOOL.

The past year has been one of the most satisfactory in the history of the school. The enrollment was the same as the preceding year, and sixty-eight per cent. of the men have had full or partial college courses.

For the first time in the history of the school we have had a resident instructor who spent all his time at the school. The appreciation of this shown by our students has been greater even than we had anticipated and we hope that in the near future we may have several such teachers.

A campaign for the raising of funds was started during the year by the appointment of a committee of which Mr. H. H. Johnson is chairman and Mr. J. D. Fackler is secretary. The contributions of members of the board of trustees and of the faculty and former students of the school were especially gratifying and it is hoped to raise sufficient funds before December 31st of this year to enable us to pay off the entire indebtedness of the school.

The graduating class distinguished itself at the state bar examination by winning an average grade of 89.2 per cent., and those ranking first, third, fourth, fifth and sixth were of our class.

Respectfully submitted,

E. H. HOPKINS,  
Dean.

## REPORT OF THE DEAN OF THE COLLEGE OF DENTISTRY.

The attendance is divided as follows: Seniors 14;  
Juniors 23; Freshmen 32.

Seniors work 32 hours per week.

Juniors work 38 hours per week.

Freshmen work 42 hours per week.

Our Senior class is small because at the time of entering, the length of the course was increased to four years, but at the end of one year it was changed back to three years, thus our freshman class for the past two years has grown in numbers.

Students this year are from Ohio, Pennsylvania, New York, Canada, and South America.

We have graduated 304, about 90 of whom are practicing in this city or its suburbs. C. R. Stewart, '99, is in London, England, G. A. Kennedy, '95, in Berlin, and both are having good success.

Four have matriculated in the Freshman class for next session, when the fees will be \$150.00 according to a vote passed by the National Association, naming above sum as the minimum fee for all dental colleges.

The Wilsonian Dental Society, Delta Sigma Delta and Psi Omega, are connected with the school and work in their respective channels.

Changes in the Faculty are as follows:

Dr. Daniel Hendrix Ziegler resigned as Professor of Clinical Dentistry, and Dr. Douglas Austin Wright was appointed in his place. Dr. Arthur Ira Brown, former demonstrator of Operative Dentistry was appointed Professor of Materia Medica and Therapeutics, as Dr. John Wil-

liam Van Doorn resigned from this chair. Dr. Edwin Deroger Phillips (one of our alumni), was chosen Demonstrator in the Prosthetic Laboratory.

Dr. John H. McKerrall (one of our alumni), was chosen Superintendent of the Operatory.

In 1892 the Faculty consisted of nine members, only one of whom is with us at present.

The operatories and laboratories are open during term time only, from 9:30 A. M. to 4:30 P. M.

Here the clinical work consists of treating aching and diseased teeth, diseases of the oval cavity, surgical operations, neuralgia, fillings, crowns, bridges, porcelain inlays, partial and full artificial dentures, cleft-palate, obturators, extracting, etc. Thousands of cases are operated on every year, and many of them are charity.

It would be a grand thing for our University, and also for our city as a great and varied educational center, which it is fast becoming, if the Dental department could have a building fitted to its needs and the growing demands of the times, and which would place us on an equal footing with other good colleges. A new building and good equipment would add largely to our prestige and usefulness in making better dentists and better men.

Respectfully submitted,

HENRY LOVEJOY AMBLER.

Dean.

## REPORT OF THE DEAN OF THE LIBRARY SCHOOL.

The Library School opened its second year with a Junior class of fifteen regular students and twenty special students.

There have been withdrawals from the class as follows: Ill health or work 7; failure to fulfill conditions, 2; expiration of library leave, 1.

Course.	No.	Subjects.	STUDENTS.		
			Regular.	Special.	Total.
Bibliographic	1	Reference work.....	13	5	18
"	2	Trade and National Bibliography.....	12	4	16
"	1	General and special.....	12	1	15
"	1	Selection of books.....	13	2	15
"	1	History of the printed book.....	12	2	14
Technical...	1	Classification.....	13	1	14
"	1	Cataloging.....	12	1	13
"		Public Documents.....	12	..	12
"	1	Loan Work ..	13	4	17
"	1-7	Library Records.....	13	4	17
"	1	Bookbinding and Repair.....	12	2	14
Administration	1-4a	Library organization.....	13	3	16
"	5a	Library reports.....	12	1	13
"	1-3	Library history and legislation ..	12	2	14
"		Assistance to readers ..	12	..	12
"		Work with children ..	12	2	14
"		Miscellaneous.....	13	..	13

Of the total number who entered the School (35), 7 hold degrees; 17 have had one or more years' of college training and 28 had had library experience.

The colleges represented are as follows:

Ohio State University .....	1
Ohio Wesleyan College .....	1
University of Iowa .....	1
Oberlin College .....	1
Baldwin University .....	2
University of Cincinnati .....	1
University of Minnesota .....	1
Knox .....	1
Northwestern University .....	1
Mt. Union .....	1
Rockford .....	1
Woman's College (Baltimore) .....	1
W. R. N. College for Women....	6

26 students come from Ohio, 2 from Illinois, 1 from Minnesota, 2 from Iowa, and 1 from Maryland.

Instruction has been carried on by a teaching force of three instructors giving full time, six, others giving systematic courses and two others a few lectures. In addition five courses of from two to four lectures have been given during the year by five non-resident lecturers, and informal addresses were made during the year by several visiting librarians. This instruction has been accompanied by observation and practical work in the Hatch Library and the Cleveland Public Library branches and stations.

During the Easter recess a party of the students visited the libraries of Washington, Baltimore, Philadelphia and Pittsburg. Owing to the illness of the Director, the party was conducted by Miss Eastman.

The equipment is the same as that noted in last year's report with the addition of rooms for the work of the class in book binding. Additional work has also been done on the collection of library material and additions

have been made to the collection of books for the East branch.

At the time of writing this most of the students have secured positions in various libraries.

It will be impossible to give the senior course of study with the funds available, although several students would be glad to take it next year if it could be given. It is exceedingly desirable to increase the income of the school sufficiently to enable us to give the full two years' course as originally planned and to defray a considerable part of the students' expenses for the library trip which is so important a part of the students' preparation.

Respectfully submitted,

W. H. BRETT.

Dean.



# REPORT OF THE LIBRARIAN OF ADELBERT COLLEGE.

At the beginning of the school year the treasurer reported funds amounting to \$3,000 as available for the purchase of books. This sum was apportioned as follows: German, \$200; Library Committee fund, \$500; Binding, \$500; Romance Languages, \$175; English, \$250; Chemistry, \$225; Philosophy, \$100; History, \$200; Economics, \$125; Biology, \$250; Geology, \$75; Physics, \$90; Church History, \$50; Greek, \$130; Latin, \$130. Besides the sum mentioned above an additional \$50 was available for Church History, a gift from Mr. S. L. Severance.

The list of donors of money for library purposes is as follows: H. E. Andrews, C. W. Bingham, K. D. Bishop, Albert Gehring, F. W. Gehring, George F. Gund, W. W. Hayward, L. E. Holden, M. J. Lawrence, J. H. McBride, Samuel Mather, Mrs. Samuel Mather, W. G. Mather, Otto Miller, D. Z. Norton, E. W. Oglebay, Charles L. Pack, S. L. Severance, W. S. Tyler, and J. H. Wade.

Following are the statistics of additions:

By gift .....	516	780
By purchase.....	1,490	
	<u>2,006</u>	<u>780</u>
Volumes in library, May 1, 1905 ....	51,014	
	<u>53,020</u>	
Total May 1, 1906 .....	53,020	

This number includes the Kirtland Collection of 2,160 volumes, deposited in the Biological Laboratory, but does not include 68 volumes of duplicates, and 51 volumes of *unbound periodicals*, gifts not recorded in the accessions-

book. There are approximately 11,600 pamphlets now in the library.

We have pleasure in recording the gift from Mr. Samuel Mather of a cast of Andrea del Verrocchio's masterpiece, the equestrian statue of Bartolommeo Colleoni, and of gifts of coins and other curios from Mr. William E. Curtis, class of '71. Through the generosity of Mr. Curtis we received many rare and valuable public documents, some of which we had hitherto tried in vain to obtain. Our representative, Mr. Theodore E. Burton, has served us well in the same field.

Following is a list of donors of books and pamphlets :

Adelphi College.	Boston Board of Overseers of the Poor.
Alabama—Geological Survey.	Boston Book Co.
Allegheny College.	Boston College.
Alma College.	Boston Public Library.
American Board of Commissioners for Foreign Missions.	Bourland, B. P.
American Humane Society.	Bourne, H. E.
American Lumberman.	Bradley Polytechnic Institute.
American Marathi Mission.	Braumüller, Wilhelm
American Museum of Natural History.	Brigham Young College.
American Peace Society.	Brockhaus, F. A.
American Protective Tariff League.	Bryn Mawr College.
Amherst College.	Buchanan, Roberdean
Andover Theological Seminary.	Buchtel College.
Antioch College.	Buenos Ayres, Universidad de
Arizona, University of	Burton, T. E.
Armour Institute of Technology.	Butler College.
Association of Colleges and Preparatory Schools.	California, University of
Association of Collegiate Alumnae	Cambridge—Public Library.
Auburn Theological Seminary.	Canada—(Government).
Auckland Weekly News.	Canada—Geological Survey.
Bangor Theological Seminary.	Canisius College.
Baylor University.	Capital University.
Bellevue College.	Carleton College.
Beloit College.	Carnahan, D. H.
Berkeley Divinity School.	Carnegie Dunfermline Trust.
Beveridge, A. J.	Carnegie Institution of Washington.
Bill, C. P.	Carnegie Technical Schools, Pittsburgh.
Black, G. A.	Case School of Applied Science.
Book Fund, London.	Catholic University of America.
	Caverno, Charles

- Charleston, College of  
 Chicago Theological Seminary.  
 Chicago, University of  
 Cincinnati, University of  
 Clark University.  
 Clarkson Memorial School of  
     Technology.  
 Clemson Agricultural College of  
     South Carolina.  
 Cleveland Associated Charities.  
 Cleveland—Public Library.  
 Cleveland—Water Works Divi-  
     sion.  
 Coe College.  
 Colby College.  
 Colgate University.  
 College Entrance Examination  
     Board.  
 Colorado College and Cutler  
     Academy.  
 Colorado Fuel and Iron Co.  
 Colorado, University of  
 Columbia University.  
 Conference for Education in the  
     South.  
 Connecticut State Board of  
     Charities.  
 Consulat de l'Etat Indépendant  
     du Congo.  
 Cornell College.  
 Cornell University.  
 Cornell University—Medical Col-  
     lege.  
 Cottrell, C. B. & Son.  
 Coubertin, Pierre de.  
 Creighton University.  
 Curtis, M. M.  
 Curtis, W. E.  
 Cushing, H. P.  
 Cust, R. N.  
 Danton, G. H.  
 Dartmouth College.  
 De Pauw University.  
 Detroit College.  
 Doane College.  
 Drake University.  
 Drew Theological Seminary.  
 Elmhurst College.  
 Emerson, O. F.  
 Episcopal Theological School.
- Executive Committee, 250th an-  
     niversary of the settlement of  
     Jews in the U. S.  
 Farr, L. G. S.  
 Fé, Fernando.  
 Fenton Publishing Co.  
 Ferguson, E. A.  
 Finance Publishing Co.  
 Fink, Harry  
 Foraker, Sen. J. B.  
 Forbes Library.  
 Fowler, Anderson  
 Fowler, H. N.  
 Fuller, A. L.  
 Galbreath, C. B.  
 George Washington University.  
 Georgetown University and Pre-  
     paratory School.  
 Georgia—State Library.  
 Ginn & Co.  
 Goodrich, B. F., Co.  
 Graves, G.  
 Green, Samuel A.  
 Greenewalt, Mary H.  
 Grenoble, Université de  
 Gustavus Adolphus College.  
 Haferkorn, H. E.  
 Hall, W. R.  
 Hamilton, E. J.  
 Hamline University.  
 Hampton Normal & Agricultur-  
     al Institute.  
 Haring, H. A.  
 Harris, Charles  
 Harrison, F. B.  
 Hartford Theological Seminary.  
 Harvard University  
 Harvard University — Jefferson  
     Physical Laboratory.  
 Haverford College.  
 Haydn, H. C.  
 Heidelberg University.  
 Herrick, F. H.  
 Hiram College.  
 Hobart College.  
 Hochschul-Nachrichten.  
 Hoe, Robert  
 Hoepli, Ulrico  
 Hopkins, E. M.  
 Illinois—Labor Statistics, Bur. of  
 Illinois State Penitentiary.  
 Illinois, University of

- Imper. Novorossijskij Universi-  
 tet, Odessa.  
 International Bur. of American  
 Republics.  
 International Congress of Amer-  
 icanists.  
 International Correspondence  
 School.  
 International Reform Bureau.  
 Interstate Commerce Law Con-  
 vention.  
 Iowa, State University of  
 Jassy (Roumania), University of  
 John B. Stetson University  
 John Crerar Library.  
 Johnston, R. H.  
 Kansas Wesleyan University.  
 Kellogg Public Library.  
 Kenney, C. S.  
 Kentucky, University of.  
 Knox College.  
 Lake Forest University.  
 Lane Theological Seminary.  
 Larwill, A. M.  
 Laval, l'Université de  
 Lawrence University.  
 Lehigh University.  
 Leipzig University.  
 Leland Stanford Junior Univer-  
 sity.  
 Leland University.  
 Lewis & Clark Educational Con-  
 gress.  
 Lewis Institute.  
 Library Bureau.  
 London, University of  
 Lothrop, Lee & Shepard Co.  
 Louisiana—Geological Survey.  
 Louisiana State University.  
 Louisville National Medical Col-  
 lege.  
 Mabery, Charles F.  
 McAllister, C. N.  
 McMillen, Leona.  
 Maine (State).  
 Marietta College.  
 Marvin, S. W.  
 Massachusetts (State).  
 Massachusetts Institute of Tech-  
 nology.  
 Massachusetts—13th Regiment.  
 Mather, Mrs. Samuel  
 Miami University.  
 Michigan (State).  
 Michigan Academy of Science.  
 Michigan College of Mines.  
 Michigan—State Library.  
 Michigan, University of.  
 Michigan, University of—College  
 of Dental Surgery.  
 Mills College and Seminary  
 Minneapolis—Board of Park  
 Commissioners.  
 Minneapolis—Public Library.  
 Minnesota, University of.  
 Mississippi—Industrial Institute.  
 Missouri (State).  
 Missouri State Normal School.  
 Morley, E. W.  
 Mt. Holyoke College.  
 Mt. Union College.  
 Mowry, G. D.  
 National Association of State  
 Universities in the U. S. A.  
 National Business League.  
 National Civil Service Reform  
 League.  
 National Conference of Charities  
 and Correction.  
 National Educational Associa-  
 tion.  
 National Indian Association.  
 Nebraska, University of.  
 Nebraska, University of—Lincoln.  
 Dental College.  
 New Bedford Public Library  
 (Mass).  
 New Jersey—Geological Survey.  
 New Mexico (State).  
 New Mexico, University of.  
 New Philadelphia—High School.  
 New York (State).  
 New York Baptist Union for  
 Ministerial Education.  
 New York Civil Service Reform  
 League.  
 New York Consumers' League.  
 New York Homeopathic Medical  
 College and Hospital.  
 New York Latin Club.  
 New York Society for Ethical  
 Culture.

- New York State Chamber of Commerce.  
 New York—State Library.  
 New York—State Reformatory.  
 New York University.  
 New York, University of the State of.  
 Newcomb, H. T.  
 Newton Theological Institution.  
 North Carolina, University of.  
 North Dakota, University of.  
 Northwestern University.  
 Northwestern University—Academy.  
 Notre Dame, University of.  
 Oberlin College.  
 Ohio (State).  
 Ohio—Board of State Charities.  
 Ohio—Bureau of Inspection and Supervision of Public Offices.  
 Ohio—Dairy and Food Commissioner.  
 Ohio—Geological Survey.  
 Ohio Medical University.  
 Ohio Society of New York.  
 Ohio State Archaeological and Historical Society.  
 Ohio—State Library.  
 Ohio—State University.  
 Ohio University.  
 Ohio Wesleyan University.  
 Olivet College.  
 Oregon, University of.  
 Outlook Co.  
 Pacific Medical Journal.  
 Pacific Theological Seminary.  
 Pacific University.  
 Padelford, F. M.  
 Padova, Reale Università.  
 Paris, Université de.  
 Paterson, N. J.—Free Public Library.  
 Pennsylvania Prison Society.  
 Pennsylvania, University of.  
 Perrin, Bernadotte.  
 Petrunkevich, Alexander.  
 Philadelphia Dental College.  
 Philippine Bureau of Education.  
 Philippine Island Ethnological Survey.  
 Phillips Academy, Andover.  
 Phillips Exeter Academy.  
 Platner, S. B.  
 Pope, P. M.  
 Portugal—Department of Public Instruction.  
 Potwin, L. S.  
 Pratt Institute.  
 Pratt Institute Free Library.  
 Presbyterian College of South Carolina.  
 Princeton University.  
 Providence Public Library.  
 Queen's College and University.  
 Queen's University—School of Mining.  
 Randolph, C. F.  
 Reserve Weekly Board.  
 Reynolds Library.  
 Rhode Island (State).  
 Ripon College.  
 Robb, Hunter & Smith, W. H.  
 Robbins, R. C.  
 Rochester Theological Seminary.  
 Rockford College.  
 Rollins College.  
 Rostock, Landes-Universität von St. Andrews University.  
 St. Ignatius College, Chicago.  
 St. Ignatius College, Cleveland.  
 St. Ignatius College, San Francisco.  
 St. Lawrence University.  
 St. Louis University.  
 St. Paul College of Law.  
 Schindler, Robert.  
 Seattle Public Library.  
 Severance, A. D.  
 Severance, L. H.  
 Siam, Royal Commission to the Louisiana Purchase Exposition.  
 Simmons College.  
 Smithsonian Institution.  
 Somerville Public Library.  
 South Dakota, University of.  
 Stechert, G. E., & Co.  
 Stevens, B. F., & Brown.  
 Straus, Oscar S.  
 Swarthmore College.  
 Swift, M. I.  
 The Temple, Cleveland.  
 Tennessee, University of.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| Texas—State Dental College.      | Wabash College.                 |
| Texas, University of.            | Washburn College.               |
| Thomas S. Clarkson Memorial      | Washington Academy of Science.  |
| School of Technology.            | Washington & Jefferson College. |
| Thwing, C. F.                    | Washington University.          |
| Toledo Public Library.           | Washington, University of.      |
| Tower, O. F.                     | Wells College.                  |
| Trinity College.                 | Wesleyan University.            |
| Tufts College.                   | West, A. F.                     |
| Tulane University of Louisiana.  | West Virginia University.       |
| Tuskegee Normal & Industrial     | Western Australia—School of     |
| Institute.                       | Mines.                          |
| Union Pacific Railroad Co.       | Western College for Women.      |
| Union Theological Seminary.      | W. R. U.—College for Women.     |
| Union University.                | Western Theological Seminary.   |
| United States Government.        | Westminster College.            |
| United States—Interstate Com-    | White, J. G.                    |
| merce Commission.                | Whitman, F. P.                  |
| United States—Library of Con-    | Whitman College.                |
| gress.                           | William Jewell College.         |
| United States—Naval Institute.   | Williams, H. G.                 |
| United States—Naval Observa-     | Williams College.               |
| tory.                            | Wisconsin—Free Library Com-     |
| United States—Weather Bureau.    | mission.                        |
| United Trades and Labor Council, | Wisconsin University.           |
| Cuyahoga County.                 | Wittenberg College.             |
| Universal Congress of Lawyers.   | Woburn—Public Library.          |
| Universal Peace Congress.        | Women's Educational and Indus-  |
| University Club, Cleveland.      | trial Union.                    |
| University Club New York.        | Wood, Henry.                    |
| University Club of Washington.   | Yale University.                |
| University of the South.         | Young, A. A.                    |
| Utah, University of.             | Young Men's Christian Associa-  |
| Vanderbilt University.           | tion, Ohio.                     |
| Vassar College.                  | Zorn, O. M.                     |

There are no additions of unusual interest or value to record for the year. For the history department the principal additions are works in diplomacy, and works relating to mediaeval history, life and customs, many of which are listed below. A single work long awaited is Henry C. Lea's History of the Inquisition in Spain, of which the first volume has recently appeared. The number of valuable historical works published each year is enormous and our department should have a larger annual appropriation if it is not to fall behind. In economics the chief additions were in the field of railway

literature, and the money available was utterly inadequate to meet the needs of a department so dependent upon books for its illustrative material. The economic field is broadening daily, and new lines of activity are developed rapidly. If the teacher and the student keep abreast of the times the demand for current books is pressing, and should be met.

A few additions of note are the following :

*Romance Languages*—Aretino—Ragionamenti, 1584; Sociedad de bibliófilos españoles, 34 volumes; Maupassant—Oeuvres, 24 volumes; Anatole France—Oeuvres, 17 volumes; Aicard—Le Pere Lebonnard; Ancey—La dupe; Ancey—Les inseparables; Becque—Théâtre complet, 3 volumes; Brioux—Oeuvres, 8 volumes; Curel—Oeuvres, 6 volumes; Céard—Les résignés; Guinon & Denier—Les jobards; Sardou—Oeuvres, 3 volumes; Brunot—Histoire de la langue française; Pessard—Nouveau dictionnaire historique de Paris; Alarcon—Obras, 14 volumes; Becquer—Oeuvres, 3 volumes; Juan de Mena—El laberinto de Fortuna; Menendez y Pelayo—La ciencia española, 3 volumes; Francisco de Quevedo—Obras completas, 2 volumes; Sbarbi—El refranero general español, 5 volumes; Vera Tassis y Villarroel—Historia de nuestra Senora del Almudena, 1632; Tellez—Teatro escogido, 12 volumes; Zorrilla—Obras dramaticas y liricas, ed. by Dalgado, 4 volumes; Tilley—Literature of the French renaissance, 2 volumes; Moore—Contributions to the textual criticism of the Divina commedia; Villiers de l' Isle Adam—Oeuvres, 6 volumes; Goncourt—Journal, 3 volumes; Rossel—Histoire de la litterature française hors de France; Rossel—Histoire des relations litteraires entre la France et l' Allemagne; Sheldon & White—Concordanza delle opere italiane in prosa di Dante; Gesellschaft für romanische Literatur, 5 volumes; Chardon—Scarron *inconnu*, 2 volumes; Gaston Paris—Histoire poetique de

Charlemagne; Viel-Castel—Essai sur le théâtre espagnol, 2 volumes.

*English*—Douglas—Poetical works, ed. by Small, 4 volumes; Gascoigne—Complete poems, ed. by Hazlitt, 2 volumes; Davidson—Poetical rhapsody, ed. by Bullen, 2 volumes; Searle—Onomasticon anglo-saxonicum; Lord Brooke—Works, 4 volumes; Dickens—Works ed. by C. Dickens, jr., 14 volumes; Harrison—Life and letters of E. A. Poe, 2 volumes; Wright—English dialect grammar; Saintsbury—Minor poets of the Caroline period; Sidney Lee—Elizabethan sonnets, 2 volumes; Stephen Phillips—Works, 6 volumes; Yule & Burnell—Hobson-Jobson, ed. by Crooke. John Morley—Critical miscellanies, 3 volumes; Lucas—Life of Charles Lamb, 2 volumes; Sheridan—Complete dictionary of the English language; Greg—Pastoral poetry and pastoral drama.

*Miscellaneous*—Saunaka—Brhad-devata, ed. by Macdonnell; Cust—Linguistic and oriental essays; U. S.—Philippine commission—Census of Philippine islands, 1903, 4 volumes; Shattuck—Bahama islands; Casanova de Seingalt—Mémoires, 6 volumes; Harnack—Reden & Aufsätze, 2 volumes; Meyer—Der Aberglaube des Mittelalters; Girard—Histoire de l'organisation judiciaire des Romains; Li Ki, tr. by Couvreur; McKechnie—Magna carta; Monier-Williams—Indian wisdom; Comparetti—Traditional poetry of the Finns; Breasted—Ancient records of Egypt, 2 volumes; Baird—Manual of American college fraternities; Boyer & Speranski—Russian reader; Harvard Oriental series, various volumes as published.

*Classical*.—Cassiodorus—Variae, ed. by Mommsen; Cantarelli—La diocesi italiciana; Ennius—Ennianae poesis reliquiae, ed. by Vahlen; Nissen—Italische Landeskunde, 2 volumes; Norden—Die antike Kunstprosa; Porphyrio—Commentum in Horatium Flaccum, ed. by Holder; Reich—



Der mimus, 2 volumes; Apuleius—*Fabula de Psyche et Cupidine*, ed. by Beck; Heinze—*Virgils epische Technik*; Friedrich Leo—*Die griechisch-römische Biographie*; Liebenam—*Forschungen zur Verwaltungsgeschichte des römischen Kaiserreichs*; Nonius Marcellus—*De compendiosa doctrina libri 20*, ed. by Lindsay, 2 volumes; Paulson—*Index Hesiodeus*; Walters—*History of ancient pottery*, 2 volumes; Appianus—*Historia romana*, ed. by Mendelssohn & Viereck; Herodas—*Mimes*, ed. by Nairn; Aristoxenus—*Harmonics*, ed. by Macran; Dill—*Roman society from Nero to Marcus Aurelius*; Bacchylides—*Poems and fragments*, ed. by Jebb; Isaeus—*Speeches*, ed. by Wyse; Harrison—*Prolegomena to the study of Greek religion*; Gerber & Greef—*Lexicon Taciteum*; Monceaux—*Histoire litteraire de l' Afrique Chretienne*, 3 volumes.

*Geology*—Lacroix—*La montagne Pelée*; Weinschenk—*Die gesteinsbildenden Mineralien*; Weinschenk—*Grundzüge der Gesteinkunde*; Chamberlin & Salisbury—*Geology*.

*Mediaeval Life and History*—Jules Baissac—*Les grands jours de la sorcellerie*; Vivien de Saint-Martin—*Histoire de la geographie*; Hansen—*Zauberwahn, Inquisition & Hexenprozesse*; König—*Ausgeburten des Menschenwahns*; Langin—*Religion und Hexenprozess*; Carl Meyer—*Der Aberglaube des Mittelalters*; Soldan—*Geschichte der Hexenprozesse*; Schultz—*Das häusliche Leben*; Richter—*Bilder aus der deutschen Kulturgeschichte*, 2 volumes; Lippert—*Deutsche Sittengeschichte*; Gardner—*Armour in England*; Du Prel—*Die Magie*; Roth von Schreckenstein—*Die Ritterwürde and der Ritterstand*; Gasquet—*English monastic life*; Gasquet—*Old English Bible and other essays*; Wright—*Narratives of sorcery and magic*, 2 volumes; Delehaye—*Les légendes hagiographiques*.

It seems fitting to record here our sense of the great loss the library has sustained in the death of Hon. John

Hay, for so many years its friend and patron. Of the sixteen consecutive library reports which are at hand, only three fail to record gifts from him. The traces of his generosity are seen particularly in the collections of French and Spanish literature, and the invaluable sets of Hansard's Debates and Stevens' Facsimiles, though every department of the library owes some of its value to him.

Respectfully submitted,

EDWARD C. WILLIAMS,

Librarian.

## REPORT OF THE LIBRARIAN, COLLEGE FOR WOMEN.

The growth of the library has been steady this past year, and more books have been taken out by the students than ever before. Among the books purchased from the Carrie F. Butler Thwing fund may be noted the following; Centenary edition of Carlyle, Haworth edition of the Brontis; Bernhard ten Brick, History of English Literature; Dickens, 15 volumes; George Elliott, 8 volumes; Plays of Henrik Ibsen, 6 volumes. Other valuable additions to the library are, Transactions of the American Mathematical Society, 6 volumes; Dreyer Deutsche Kulturgeschichte Villare, The Barbarian Invasions of Italy, 2 volumes; Macaulay, History of England, 5 volumes.

From the gift of members of the Class of 1900 the following books have been purchased: Bishop Creighton's Life and letters, 2 volumes; Edward A. Freeman, Life and letters, 2 volumes; Bishop Stubbs, letters; Memories of the life of Edward Gibbon; Thomas Babington Macaulay, life and letters, 2 volumes; Letters of John Richard Green; Memoir of A. W. Kinglake; Herbert Paul's Life of James Anthony Froude.

The accumulation of periodicals since the beginning of the library was disposed of this year as follows: To Hatch Library have been sent those which are not duplicated there. A number of broken sets were sold at a nominal price to the students. The rest were given to the Tuberculosis Hospital and to Professor Robert Waller Deering. The following is a list of donors of books and pamphlets.

Anderson, Mrs. Sherwood.

Boardman, Mabel S.

*Borgerhoff, J. L.*

Bourland, B. P.  
 Bourne, H. E.  
 Braumüller, W.  
 Buchan, Helen H.  
 Conger, Mrs. E. B.  
 Danton, H. G.  
 Fowler, Mrs H. N.  
 Harrison, F. B.  
 Mather, Mrs. Samuel.  
 Myers, Clara L.  
 United States Government.  
 W. R. U. Class of 1907.  
 W. R. U., Folio Board.  
 W. R. U. Members of Class of 1900.

The statistics of additions to the library are as follows :

Clark Hall.....	412 volumes.
Harkness Library .....	62    "
	<hr/> 474

Total number of volumes.. June.... 1905, 5,328

Total number of volumes..... 1906, 5,802

The following is a list of those who have given money during the year :

Mrs. D. P. Allen  
 Mrs. Samuel Mather  
 Mrs. J. C. Morse.  
 Miss Marl L. Southworth  
 Mrs. J. J. Tracy  
 Mrs. J. H. Wade  
 Western Reserve Chapter, D. A. R.

The total of these gifts has been \$480.00. The total expenses for books, periodicals, and binding has been \$536.39.

Respectfully submitted,  
 ANNA L. MACINTYRE.

## REPORT OF THE INSTRUCTOR OF PHYSICAL TRAINING, ADELBERT COLLEGE.

As Instructor of Physical Training, I have the honor of making a report for the academic year of 1905-6.

The regular work of the department has been pursued along lines similar to those laid down in previous reports. In addition to the regular required work of the Freshman class, special classes in fencing and wrestling have been held during the second semester.

The additions to the apparatus of the department are: a stadiometer and a manometer for the examining room; a vaulting bar in the gymnasium.

The department has prepared and published an Anthropometric Chart, the figures of which, were compiled from the measurements of students entering Adelbert College since 1888. This chart is to be used as a standard of comparison for Adelbert College. Each year the entering Freshmen are measured before beginning their gymnasium work. Individual charts are made out showing how each man compares, physically, with the composite of previous Freshmen. At the end of the year measurements are again taken and plotted on the chart showing the previous measurements. Thus, at a glance, the physical improvement or loss, can be seen and the relative place of each physical body defined.

The results, by classes, of physical training, are shown by a series of tables, based on the various methods of estimating improvement.

TABLE I.

Results of Physical Training, as shown by increase in measurements:

Class of 1903 .....	Mean gain	83 mm.
" " 1904 .....	" "	45 "
" " 1905 .....	" "	58 "
" " 1906 .....	" "	143 "
" " 1907 .....	" "	209 "
" " 1909 .....	" "	26 "

TABLE II.

Results as shown by strength-indices:

The "strength-index" is the sum of the strength of the back, the strength of the legs, the grip of the right and left hands, the strength of upper arms (as indicated by the sum of "dips" and "pull-ups" multiplied by one-tenth of the weight) and one-twentieth of the lung-capacity.

$$\text{Strength-index} = b + l + ra + la + \frac{d + p \times w}{10} + \frac{lc}{20}$$

It was possible to estimate only the total strength for the classes of 1907 and 1909, owing to lack of data. As a result of this, a modified index was used consisting of those factors of the total index that were common to all classes.

The formula of this modified strength-index

$$= \frac{d + p \times w}{10} + \frac{lc}{20}$$

## TOTAL STRENGTH-INDEX.

	Before.	After.	Gain.
Class of 1907.....	442	527.7	85.7
" " 1909.....	432.29	466.7	34.41

## MODIFIED STRENGTH-INDEX.

	Before.	After.	Gain.
Class of 1903 .....	68.15	100.85	32.7
" " 1904 .....	62.35	88.3	25.95
" " 1905 .....	68.65	115.3	46.65
" " 1907 .....	76.	107.7	31.7
" " 1909 .....	58.29	71.05	13.21

TABLE III.

Results as shown by the "vital-index": the ratio of the lung capacity to the weight.

$$\text{VITAL INDEX} = \frac{LC}{W}$$

	Before.	After.	Gain.
Class of 1903.....	1.86	1.88	.02
" " 1904.....	1.78	1.79	.01
" " 1905.....	1.80	1.83	.03
" " 1907.....	1.64	1.71	.07
" " 1909.....	1.87	1.875	.005

In estimating a man's improvement after a course of exercise, it has been the custom until recently, to base the

judgment on the increase in measurements. That this is fallacious is easily proven. The measurements of eight men show the following results: "A" lost 31 millimetres; "B", 189; "C", 59; "D", 7; "E", gained 327; "F", 333; "G", 203 and "H", 407. Superficially, it would be said that "E", "F", "G" and "H" had gained the most from their gymnasium work. When these same eight men were tested as to their strength—that is, their ability to use this increase of bulk—the results did not follow the measurements. The results of the strength tests were: "A" gained 94.52 kilos; "B", 181.72; "C", 56.33; "D", 27.63—these four lost in measurements. The other four made the largest gains in measurements in their class, but in strength "E" gained only 42.67; "F", 26.44; while "G" lost 68.1 and "H" gained 81.1. Putting these results in table form for comparison we have

TABLE IV.

Student			Measurement.		Strength.	
			31 mm.		Gained	
Student "A".....	Lost		31	mm.	Gained	94.52
" " "B".....	"		189	"	"	181.72
" " "C".....	"		59	"	"	56.33
" " "D".....	"		7	"	"	27.63
" " "E".....	Gained	327	"	"	"	42.69
" " "F".....	"	333	"	"	"	26.44
" " "G".....	"	203	"	"	Lost	68.1
" " "H".....	"	407	"	"	Gained	81.1

It is seen that those who made the greatest gains in measurements did not make the greatest increases in strength, only a moderate increase. In one case—that of "G"—a good increase in measurements was followed by a marked loss in strength. On the other hand, "B"—who, of these eight, lost the most in measurements, made the greatest gain in strength. In view of this, it is contended that a man's increase in strength—that is, his increased ability to use his muscles—is a more accurate means of judging the results of exercise than mere increase in size of muscles.

Respectfully submitted,

May 9, 1906.

E. VON DEN STEINEN.

WESTERN RESERVE UNIVERSITY  
BULLETINS

VOL. X, No. 5  
SEPTEMBER  
1907



New Series

# Western Reserve University

REPORTS OF THE PRESIDENT  
AND FACULTIES

1906-1907



CLEVELAND, OHIO

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# Western Reserve University.

## REPORTS

OF THE

President and Faculties.



1906 - 1907.

CLEVELAND, O.:  
PRESS OF WINN & JUDSON  
1907

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## ANNUAL REPORT.

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**To the Trustees of Adelbert College of Western Reserve  
University and of Western Reserve University :**

I have the honor of submitting a report of the academic year of 1906-07.

It becomes my sad duty to record the death of our associate, Professor Lemuel S. Potwin. Professor Potwin's is the first death occurring in the teaching staff of the undergraduate colleges since the death of Dr. Freeman in 1888. Professor Potwin entered the service of the college in the year 1871 as Professor of Latin. This chair he held for twenty-one years. In the year 1892 he entirely relinquished the teaching of this language which he had previously in part relinquished, to accept a professorship of the English Language and Literature. This chair he filled until the close of the last academic year, when he was made Professor Emeritus. The change in the subject of teaching illustrates the breadth of the knowledge of Professor Potwin. At least two other languages also he could have taught. But to the qualities of a scholar he added the great elements of a gentleman. He embodied above most the characteristics of Chaucer's scholar :—

Of studie took he most cure and most hede.  
Noght o word spak he more than was nede,  
And that was seyð in forme and reverence,  
And short and quik, and full of hy sentence.  
Souninge in moral vertu was his speche,  
And gladly wolde he lerne, and gladly teche.

Canterbury Tales, The Prologue. 303-308.

The present is the first year since 1869 in which Professor Morley has not been formally enrolled as a teacher. At his own request, and at the great sorrow of his colleagues, Professor Morley asked at the close of the last academic year to be relieved of the duties of his professorship. To his request the Board reluctantly assented. Professor Morley illustrates above most the intimacy of the relationship which should and does exist between research and teaching. Research inspires the teacher, and teaching gives definiteness and effectiveness of method for conserving the results of research. The Board has honored itself by asking Professor Morley to become Professor Emeritus. To both Professor Potwin and Professor Morley was given a retiring allowance by the Carnegie Foundation. This allowance, at one-half of its full amount, is continued to Mrs. Potwin.

The number of students enrolled in each department of the University for the year, and for each of the nine years preceding, is as follows:

	Adelbert College	College for Women	Graduate School	Medical School	Law School	Dental School	Library School	Total
1896-97	162	128	27	127	68	86		598
1897-98	186	146	25	127	88	91		663
1898-99	182	183	25	109	106	96		701
1899-00	193	171	17	144	101	91		717
1900-01	198	210	18	131	102	102		761
1901-02	206	222	16	126	100	113		783
1902-03	212	244	25	95	95	114		785
1903-04	225	236	20	86	110	88		765
1904-05	250	242	11	71	126	79	29	808
1905-06	269	252	20	86	126	69	34	856
1906-07	274	280	9	91	128	74	49	905

The reading of this table cannot fail, in most respects, to give satisfaction. For the University, as a historic institution, is designed to promote the discovery of truth and to

train human character by means of truth. The larger number of students, therefore, enrolled in the University, the greater is the worth of the contribution which the University makes to the betterment of humanity.

It is now twenty-five years since the Corporation known as Western Reserve College began its existence as Adelbert College of Western Reserve University. The institution was moved from Hudson to Cleveland. The corporation still existed, although the corporate name was changed. The results which have, in these twenty-five years, been secured, give full proof of the wisdom of the change. The number of students in the undergraduate college for the ten years preceding 1881-1882 was :—

1871-72 .....	52	1877-78 .....	68
1872-73 .....	48	1878-79 .....	56
1873-74 .....	74	1879-80 .....	66
1874-75 .....	73	1880-81 .....	70
1875-76 .....	72	1881-82 .....	75
1876-77 .....	68		

The number of students in the twenty-five years which followed was :

1882-83 .....	75	1895-96 .....	142
1883-84 .....	83	1896-97 .....	162
1884-85 .....	89	1897-98 .....	186
1885-86 .....	76	1898-99 .....	182
1886-87 .....	78	1899-00 .....	193
1887-88 .....	65	1900-01 .....	198
1888-89 .....	65	1901-02 .....	206
1889-90 .....	72	1902-03 .....	212
1890-91 .....	80	1903-04 .....	225
1891-92 .....	85	1904-05 .....	250
1892-93 .....	100	1905-06 .....	269
1893-94 .....	124	1906-07 .....	274
1894-95 .....	132		

The income from the tuition fees for the ten years preceding the removal was as follows:

1871-72 .....	\$ 908.45	1877-78 .....	1,298.70
1872-73 .....	1,104.60	1878-79 .....	1,069.07
1873-74 .....	1,110.50	1879-80 .....	1,532.23
1874-75 .....	1,362.12	1880-81 .....	1,397.49
1875-76 .....	1,535.53	1881-82 .....	1,639.86
1876-77 .....	1,456.76		

The income from the tuition fees in the twenty-five years which followed was as follows:

1882-83 .....	\$ 1,781.35	1895-96 .....	9,390.75
1883-84 .....	2,208.40	1896-97 .....	8,147.15
1884-85 .....	2,515.84	1897-98 .....	11,372.40
1885-86 .....	1,890.70	1898-99 .....	12,712.62
1886-87 .....	1,997.05	1899-00 .....	14,158.46
1887-88 .....	1,659.85	1900-01 .....	13,355.79
1888-89 .....	2,587.55	1901-02 .....	15,692.77
1889-90 .....	3,298.22	1902-03 .....	16,060.44
1890-91 .....	3,374.65	1903-04 .....	16,584.38
1891-92 .....	3,439.00	1904-05 .....	17,525.51
1892-93 .....	5,204.40	1905-06 .....	20,287.52
1893-94 .....	6,068.66	1906-07 .....	23,321.63
1894-95 .....	5,255.09		

The income from the endowment fund for the same preceding period was:

1871-72 .....	\$22,925.23	1877-78 .....	15,987.80
1872-73 .....	14,939.77	1878-79 .....	13,842.28
1873-74 .....	15,409.56	1879-80 .....	14,059.14
1874-75 .....	17,199.11	1880-81 .....	16,464.20
1875-76 .....	17,120.00	1881-82 .....	18,411.42
1876-77 .....	17,171.99		

The income from endowment funds for the last twenty-five years has been as follows:

1882-83 .....	\$19,654.34	1895-96 .....	38,976.08
1883-84 .....	38,053.92	1896-97 .....	37,373.13
1884-85 .....	44,590.14	1897-98 .....	47,308.47
1885-86 .....	36,263.88	1898-99 .....	44,513.15
1886-87 .....	44,106.97	1899-00 .....	47,833.15
1887-88 .....	38,572.00	1900-01 .....	43,999.99
1888-89 .....	28,160.04	1901-02 .....	44,402.26
1889-90 .....	35,491.14	1902-03 .....	45,958.93
1890-91 .....	39,244.55	1903-04 .....	44,657.71
1891-92 .....	38,824.17	1904-05 .....	44,034.38
1892-93 .....	40,081.48	1905-06 .....	44,196.95
1893-94 .....	40,487.40	1906-07 .....	43,900.00
1894-95 .....	38,895.82		

The net income from all sources (including fees of students) has been:

1881-82 .....	\$18,411.42	1894-95 .....	45,830.36
1882-83 .....	22,420.63	1895-96 .....	50,401.83
1883-84 .....	41,890.65	1896-97 .....	40,803.58
1884-85 .....	48,417.83	1897-98 .....	59,370.37
1885-86 .....	38,831.07	1898-99 .....	57,589.77
1886-87 .....	46,960.96	1899-00 .....	61,306.61
1887-88 .....	41,024.85	1900-01 .....	57,874.18
1888-89 .....	32,442.38	1901-02 .....	61,446.38
1889-90 .....	40,641.14	1902-03 .....	60,134.40
1890-91 .....	44,179.75	1903-04 .....	62,976.75
1891-92 .....	43,442.33	1904-05 .....	63,790.34
1892-93 .....	46,658.73	1905-06 .....	62,338.45
1893-94 .....	47,973.56	1906-07 .....	64,800.00

The total value of the property of the College in the year 1880 of all sorts was estimated at two hundred and three thousand dollars. The total value of the real property at the present time is estimated at \$692,863.00. The endowment is \$892,962.34, making the value of all the property of Adelbert College Corporation, including libraries and real estate, \$1,585,825.34.\*

At the time of the removal of the College to Cleveland, a few women had been received as students into the undergraduate college. In the year 1888, was founded a College for Women. The progress of that institution is indicated in the following facts. The college has given degrees to 582 persons, including candidates for degrees of the present year. It has given some instruction, without graduation, to quite as large a number of students as have received degrees. In this time it has, through the generosity of friends, accumulated an endowment of \$344,926.91, and secured land and buildings, having a value of \$406,400.00. The income from fees for this college for this year amounts to about twenty-four thousand dollars.

The results, therefore, thus intimated, seem to demonstrate the wisdom of the removal of the College to Cleveland.

\*Many of these facts are drawn from a paper by the Treasurer, H. A. Haring, in the *Bulletin* for May, 1906, Vol. ix, No. 3.



In the year 1892 were added to the University three departments, the Franklin T. Backus Law School of Western Reserve University, the Graduate School, and the Dental School.

The whole number of graduates of the Law School is as follows:

1894-95 .....	7	1901-02 .....	20
1895-96 .....	6	1902-03 .....	24
1896-97 .....	14	1903-04 .....	23
1897-98 .....	16	1904-05 .....	23
1898-99 .....	20	1905-06 .....	30
1899-00 .....	24	1906-07 .....	31
1900-01 .....	29	A total of .....	268

The whole number of graduates in the Dental School has been as follows:

1894 .....	4	1902 .....	31
1895 .....	17	1903 .....	40
1896 .....	7	1904 .....	34
1897 .....	32	1905 .....	32
1898 .....	28	1906 .....	13
1899 .....	30	1907 .....	20
1900 .....	30	A total of .....	341
1901 .....	23		

The whole number of students in the Law School for each year has been as follows:

1892-93 .....	24	1900-01 .....	102
1893-94 .....	32	1901-02 .....	100
1894-95 .....	38	1902-03 .....	95
1895-96 .....	41	1903-04 .....	110
1896-97 .....	68	1904-05 .....	126
1897-98 .....	88	1905-06 .....	128
1898-99 .....	106	1906-07 .....	130
1899-00 .....	101		

The total number of students in the Dental School for each year has been as follows:

1892-93 .....	21	1900-01 .....	102
1893-94 .....	31	1901-02 .....	113
1894-95 .....	53	1902-03 .....	114
1895-96 .....	53	1903-04 .....	88
1896-97 .....	86	1904-05 .....	79
1897-98 .....	91	1905-06 .....	69
1898-99 .....	96	1906-07 .....	74
1899-00 .....	91		

Some important facts regarding the Graduate School are stated in the Report of the Dean. In this period the Graduate School has given instruction in successive years to:

1892-93 .....	8	1900-01 .....	20
1893-94 .....	11	1901-02 .....	18
1894-95 .....	18	1902-03 .....	25
1895-96 .....	13	1903-04 .....	21
1896-97 .....	30	1904-05 .....	16
1897-98 .....	27	1905-06 .....	24
1898-99 .....	27	1906-07 .....	13
1899-00 .....	18	Total number enrolled..	289

In this number of two hundred and eighty-nine students, one hundred and thirty-seven colleges have been represented.

The worth of the Law School and the Dental School is intimated somewhat in the degrees which have been conferred upon graduates of these departments. In the Law School the whole number is 268. In the Dental School, the whole number is 341.

The professional schools also have, it is not too much to say, secured high reputation throughout the country for efficiency.

To one element in the Law School, special attention should be directed. Although the conditions for admission to this school represent the requirements which obtain for admission to undergraduate colleges, yet a large proportion of the students are either graduates of a college or have been students for a time. The facts are as follows:

College Graduates:

1902-1903 .....	42	.442
1903-1904 .....	42	.381
1904-1905 .....	47	.372
1905-1906 .....	48	.375
1906-1907 .....	47	.361

Students who have three years of college work:

1902-1903 .....	9	.094
1903-1904 .....	13	.118
1904-1905 .....	13	.103
1905-1906 .....	18	.140
1906-1907 .....	20	.153

## Students who have two years of college work:

1902-1903 .....	5	.05
1903-1904 .....	3	.027
1904-1905 .....	10	.079
1905-1906 .....	7	.054
1906-1907 .....	9	.069

## Students who have one year of college work:

1902-1903 .....	8	.084
1903-1904 .....	10	.09
1904-1905 .....	7	.055
1905-1906 .....	6	.046
1906-1907 .....	6	.046

These facts show that the Law School is essentially a graduate School. The instruction is of a type adapted to those who have received a liberal education. The changes necessary, therefore, for making at least three years of college work a condition for entering the school, would not be great. As soon as the endeavor now in progress for the increase of the endowment is finished, it may be wise to raise the conditions for admission to that degree which exists in the Medical School.

I have been deeply interested in the interpretation which the graduates of the colleges make of the worth of the academic training which they have received. In this year I have asked every one who has received a degree from the two undergraduate colleges, since the year 1891, to tell to me what they regard as the greatest worth of the college to them, and also to be so frank as to intimate in what respects they believe the training which the college tried to give was deficient.

The more than one hundred letters which have been sent to me in answer are significant and some of them impressive. Both men and women agree in thinking that the best thing the college did for them relates to the whole individual character. Few specify certain particular *intellectual* and other advantages. Most content themselves

with a general interpretation, often stated in succinct and apt forms. Among such definite interpretations are these: "Enjoyment in the common things;" "realization of the brotherhood of man;" "capacity of independent thought and greater dependence upon my own resources;" "the value of time;" "new conception of the immensity of the field of study;" "quickenning power of appreciation and improved judgment;" "inspiration towards making life simple and happy;" "to see things from the standpoint of the other person;" "self-reliance and confidence in my own ability;" "broader vision of life;" "thinking for oneself and managing oneself;" "self-knowledge;" "to enjoy myself;" "to think carefully and to act quickly;" "it awakened my first real interest in the humanities."

But in addition certain students consider at length the advantages which the college gave. One says:—

"It widened my horizon, and gave me my first real notions of the breadth of scholarly endeavor, and the simplicity of the true scholar.

"It showed me the unity of life; started me in the habit of thinking for myself, of drawing my own conclusion; of caring less for what people about me thought, and more for what I thought myself.

"It gave me the first ideas of larger religious life than is to be had in most churches. Ideas, I say, for this had to be worked out after leaving college to a large extent.

"It taught me to focus my energy and attention on the matter in hand.

"It brought me in touch with other minds, both of my fellows and of my instructors, from whom I learned new viewpoints.

"It taught me to seek analysis of character."

Another, who is a student of theology writes: "The college did give me exactly what I needed to prepare me for my *particular* calling:—By removing the possibility of

narrowness and provincialism and conceit, by giving me a rational faith in my abilities, by making plain and definite the relationships of my place in life, and by supplying me the method of approach and the means of attack: Added to this must be the four happiest years of my life and the friendships I can never break or forget."

Another says: "The principal benefits that I received in the way of permanent training, and aside from the actual isolated facts or pieces of knowledge acquired, were as follows:

"The training that came from the necessity of employing week in and week out, almost every waking moment with relation to some person or thing totally outside of my own personality, whether such person or thing were a teacher, a fellow student, a lesson, an athletic sport, a fraternity meeting, or outside work. This incessant employment did not become irksome or monotonous, and I take it that the reasons for this were that the duties were so varied in number and congenial in nature, and all tended to direct the attention outside of myself. Even the necessity of earning money to pay expenses, which may have aggravated the incessancy of the employment, did not seem to tend to an undue amount of introspection or self-centering.

"The necessity of adjusting myself and my plans to the needs, rights and advantages of from eight to forty other fellows, no matter whether the body were a ball-team, a fraternity group or a class.

"The tendency and power, in some degree, to think, to analyze, to question or doubt, instead of accepting apparent facts and established conditions unquestionably."

Another who is a professor of modern languages in a western college, says: "I believe the three best things the college did were—to bring me under the strong and good personality of the men in whose classes I sat as a student; *to stimulate the weaknesses of my character so that they*

came into strong light and then set me on the road to correcting them; to give me a cultural drill, that, developing more and more from year to year, is a source of much of my greatest satisfaction and enjoyment. In a way, all these are inter-connected. It has been my fortune, since leaving college, to meet men from various faculties in different institutions in the country, but I have yet to find any institution where the *average* of power among the instructors was so high as at Western Reserve. I am endeavoring in my way to be of some service to the world and if I am in the least successful in this, it will be due to my Alma Mater and my own mother.

"It will be seen that I think the college did for me what it should, and, as I look back, I realize that it did more than I have a right to expect. As for your last question, it is impossible that I make any answer of particular value. It seems to me that where the large college of to-day fails is in the lack of individual attention given to the character development of those committed to its charge. It is here, in my opinion that the small college has its greatest advantage. In a country whose growth and development present so many problems for solution as does ours, we need men who shall be men of saneness and rectitude to be the leaders in civic and business righteousness. The college man is, or should be, a leader of men and should set high standards in all respects. I think Western Reserve is doing her duty in this matter, the most important that confronts any institution."

Another who is also a college teacher writes: "I was too old when I went to college to be made fundamentally over by it, yet it seems to me that the greatest benefit I derived was a wider outlook upon the world. My consciousness was enlarged so that living was made more significant. The entire future course of my life was certainly modified by an increased perceptive power gained at college.

I became more sensitive and reactive to the world environment so that greater self-development and, I hope, greater service to man, resulted."

A recent graduate who is engaged in engineering, points out a particular advantage: "I feel that from my training in college I have derived an ability to do things, separate and apart from the active knowledge which I there obtained. I have been employed by engineering concerns doing work of a strictly technical nature, every step of which has been new to me. Yet, instead of feeling hampered by the lack of what is called a technical education, I have ever found it an advantage to be totally unprejudiced in learning practical knowledge from practical men. I have felt confidence in attacking each new problem, and have found that my employers appreciate, not so much the stock of classified facts which I may bring to them, as my ability to analyze new conditions and to combine and use data which they have already in available form.

"The second great advantage which I believe the college has brought to me, is the desire and ability to do serious thinking on subjects not at all related to my daily work. I need not expand upon the statement but will say that I have often been made sad to see young men who are bright and proficient in their chosen line of work and who can speak of it with interest and intelligence, allow their minds in other respects to descend to the level of the useless or worse than useless."

Another who is principal of a high school, gives a broad interpretation: "College widened my view of civilization, broadened my sympathy with all sincere philosophical thought, taught me the necessity of thoroughness, impressed me with the meaning of history. Less generally it gave me an insight into philology and the literature of Greece, Rome and England together with a critical appeal *that has been a constant asset in every position in which fortune has placed me.*"

Another who is finishing a course in the Law School, declares: "I may safely say that the best thing which Western Reserve has done for me is to change completely my outlook upon the world and my view of life. This is accomplished through the broadening influence of the studies taught and contact with professors of high attainments and of great force of character. If as a result one can say that his mental horizon has been so enlarged that he finds nothing in the world uninteresting or without significance, and that life is thereby made fuller and richer, what more can he ask from any University?"

Another graduate who is a college teacher writes: "There was the high spiritual ennobling atmosphere of the college. There was the culture and refinement of Christian gentlemen, who were the professors and instructors. There was the intellectual keenness and breadth of men who had devoted their lives to study. There were earnest, high-minded fellow students around me. There were good books to read. In the midst of these powerful influences, I was given a liberal education, a taste of the wisdom of the past and of the present in many fields of human thought. I was drilled in the art of concentration and study. I am utterly incapable of conjecturing what my life would have been, if there had been subtracted from it, this precious experience, a college education.

"Did the college do what it ought to do for me? I believe it did, and that more thoroughly than many colleges are now doing for their students. I am referring to the results of the "Elective System," carried too far. I am not one of those who look at the old Latin-Greek-Mathematics combination as representing the acme of education. But I do believe that the college should stand primarily for a very broad education, and that it should withhold its choicest degree, A. B. from those who are essentially specialists, and from those who have too little energy or ability to master



subjects in which they may happen to be weak. Such students ought to content themselves with the degree of B. L., B. S., or something else. I believe that colleges today are exercising too little control over the subjects studied by the students. So many students choose such subjects as will enable them to slide thru college with the least effort. Students graduating under the elective system are apt to lack power,—as well as to lack a liberal education. And even when I was in college, I believe our freedom of choice was a little too great. I am ashamed to say that I went thru high school and college without taking a single course in economics. I did some outside reading on the subject, and, indeed, never had any antipathy toward it; but other subjects fascinated me more. I do not believe that there should be no election of subjects by the students; indeed, I think that perhaps a half or nearly a half of his courses should be elective. Furthermore, I think a moderate specialization in some subject is advisable, yes, essential. But I should like to see the degree of A. B. stand for a very *broad* education. I believe that somewhere, either in preparatory school or college, a student should have had at least an introductory course in nearly every important subject of study. I think that an A. B., without economics, for example, ought to be impossible. I lost that subject in my short-sightedness. Without the controlling guidance of the faculty, students will lose this or that subject, and regret it afterwards."

A librarian gives the following testimony: "Your question is easily put, but the answer is hard. In all seriousness, I find it difficult to *overestimate* the changes which four years of college life have made. My tastes have changed in so marked a way since I entered college, that I find it difficult to realize what they were originally. I feel sure that college life is responsible for many of these changes.

"While it is hard for a man of my age to get the proper perspective of his own life, these things do emerge clearly as results of my college training: increase in the power of discriminating between the true and the false; of detecting the false in a specious statement; of searching out the truth when hidden or obscured. Of a piece with this is the development of the capacity to separate the important or essential from the trivial and irrelevant; the power to see the permanent good, though distant, in spite of the allurements of present—and transient benefits. In short, in a college training of four years, as in no similar stretch of his life, a man may study the experiences of past generations, and learn to profit by them. I am fully convinced that the benefits received in this way may be of the utmost *practical* value.

"Further, college training has immeasurably increased my capacity for enjoyment by developing my intellectual side. In trite phrase, it has given me an immensely broader view of life.

"Colleges can do more for the physical good of the student by developing the English system of athletics, in place of the present system of gymnasium work on the one hand, and highly developed and specialized athletic teams on the other. They can do more for his mental and spiritual nature by providing more *teachers* of the best type, and thus work more for the student and less for scholarship and research. The republic needs more *real men* to use the knowledge it already possesses."

One who is principal of a high school says:

1. "The college gave me higher ideals of scholarship, and a broader and deeper view of life. Best of all, it gave me some little power to think.

2. "If I were to give categorical answer to the second question, it would be a negative one.

3. "The college had some great scholars, but, in my judgment, there was a lack of great teachers. I feel that two or three, under whose instruction I was, did not possess forceful and attractive personalities. I have come to realize more and more the great value of a strong and attractive personality in dealing with boys. This value is great, I believe, not only with boys in the high school, but with boys in the college, particularly in the first two years. Sound scholarship is essential, but the college professor needs something more. In other words, I feel that the college professor should be able to do research work, but he should have great teaching power, and that the second is no less important than the first."

Another who is a teacher in a conspicuous preparatory school, after speaking of several general advantages affirms in particular: "The greatest benefit conferred on me by my college training, more especially indirectly than directly, was greater power of sympathy (in the Greek sense of the word.) I only wish not to refer to the English meaning 'pity'; I mean just to "feel with," to be, therefore, more tolerant, to be in fine, if I may use the word unreligiously, a better Christian. For whatever of this quality I have the grace to keep as part of my life, I must be grateful to experiences which have come to me in and because of my college."

Still another, who is a teacher in a high school, says: "I can say that personal contact with men of great minds and broad judgments, with men who had done something worth while, and compelled respect and admiration from every one, not merely the student body, was productive of the most good to me. They gave me the desire to gain more from the world than a mere artificial knowledge of a few text-books. I am sure I did not appreciate, at the time, the true value of an education, nor the influence which association with men of much learning had on my own aims and

desires. But since leaving college, I have kept before me the standard gained I know from them."

These letters and similar ones justly represent the better worth of the college to its graduates.

In answer to my question regarding the failure of the college to do its duty and regarding methods and means by which duty may be done, one lack is spoken of by many, and it is the one lack which is commonly referred to. Under different phrases and from diverse points of view, it is said that there ought to be closer relationship between students and teachers. It is declared again and again that the members of the Faculty should come into closer relationship with the students. One student who is now a superintendent of public schools, says: "The one thing which impresses me most as to the need of Adelbert College, is closer social contact, and mutual friendship between professors and students. The fellows need the personal contact of the faculty as men, as much as in the capacity of professors."

Another, who speaks of the life in the College for Women, the writer being herself a teacher, says: "It has seemed to me that there has been need of an advisor who will more intimately direct the girls in general, and particularly guide them in the choice of studies pursued."

A few write of the lack of social training, a few of what they regard as the failure of certain teachers to offer what the students ought to receive, but be it said, a larger part write in commendation of teachers than write in criticism. Yet, the one comprehensive remark in both colleges has reference to the failure of the officers of the college to keep themselves in a close relationship with the students.

To the judgment of men and women who have for four years been members of the institution, and who have been engaged for years in living the life and doing the work for which membership in the institution is supposed to fit them,

I am inclined to give much heed. If any judgment is valuable, this judgment is. These letters I have intimated should give satisfaction, on the whole, to the governing boards; but the criticism which they offer should quicken thoughtfulness in every officer. I am inclined to believe, moreover, that this deficiency is one which graduates of most colleges would declare is the one great lack of the institutions which have given them an education.

In the Medical School several subjects have received the attention of the Faculty. One is the retirement of Dr. Powell from the Chair which he has filled for forty years. and the necessary reorganization of this important department; one is the new department of Experimental Medicine; and a third relates to the better equipment of the Chairs of Internal Medicine.

Dr. Hunter H. Powell began teaching in the Medical School with the year of 1872-73. After serving as lecturer two years on the diseases of children, he was appointed professor of obstetrics and children's diseases. I have therefore asked Dr. Powell, the question:

What have been the notable changes and what has been the progress made during the past thirty-five years in the Art and Science of Obstetrics?

In answer Dr. Powell says: "It may be stated generally that the progress has been continuous and the changes radical. The progress made in bacteriology, embryology and pathology, with the marvelous accomplishments in the department of surgery have carried obstetrics to a high scientific plane. Facts have been substituted for theories. Practical and clinical work have claimed priority over theoretical and didactic teaching. Antisepsis and asepsis have become of first importance, since Lister gave to the world *his results of the application of Pasteur's discoveries*. The

use of axis-traction forceps, developed by Tarnier, deserves prominent mention. The improved Caesarean section under the protection of antiseptics has reduced the mortality of mothers from 74% to 10% and saved the lives of many infants. These constitute the chief achievements made in obstetric practice during the years of my teaching. The development of gynecology during the past twenty-five years has influenced greatly the teaching and to a less degree the practice of obstetrics. So that it has come about that many regard obstetrics as a division of the department of gynecology. In fact the majority of the teachers of obstetrics today are surgeons rather than physicians. I shall watch with much interest the results of this tendency upon the obstetrical practice of the future.

"In connection with this statement regarding obstetrical teaching and practice, given at your request, I feel that it is my duty to direct the attention of the Trustees, to the very great importance of providing a Maternity Hospital for the purpose of affording clinical teaching in obstetrics. I am satisfied this long felt want has become a necessity, if the Medical Department is to give the high standard of training expected of it. For years we have been obliged to depend upon St. Ann's Maternity and the occasional cases furnished by the Dispensary of Lakeside Hospital for clinical material. We have been under many obligations to the Sisters of St. Ann's for the privileges afforded us, but the conditions existing there make it impossible to give the thorough and practical instruction students require and will surely demand. It is well recognized that in no department of medicine is there greater need of bedside instruction than in obstetrics. We need a new hospital so designed that extensions may be made as required.

"It would afford me immense pleasure, in this, the closing year, of my service in the University, to participate in laying the corner-stone of a Maternity in which my success-

sor may give the practical and scientific teaching the times demand; and future students be prepared to meet with confidence born of knowledge every emergency to be met in the practice of the obstetrician."

The subject of a successor to Dr. Powell in one of the most important professorships, and of a vastly needed hospital may properly engage the attention of the members of the Board and of the Medical Faculty.

The gift of one hundred thousand dollars each from Colonel Oliver H. Payne and from Mr. H. M. Hanna,—that constant, wise and munificent friend of the Medical College,—for the foundation of a department of Experimental Medicine, represents a large increase in the power of the School for large service. Regarding this department Professor J. J. R. McLeod has written:

"In the whole domain of science, at the present time, the progress of knowledge is nowhere so remarkable as in Medicine. In the diagnosis of disease, now-a-days, we no longer consider whatever experiences our forefathers may have reported in cases similar to the one under examination, and in our treatment we no longer depend solely on empiricism and chance, but we try to find out in what respects the signs and symptoms exhibited by the case before us indicate some deviation from the physiological state and where possible we compare the pathological condition of our patient with the diseases experimentally produced in the laboratory on animals. In this way we are often able to point to some definite cause for all symptoms, and knowing this, to adopt some treatment calculated either to remove that cause, or to combat or antidote its evil effects. In the training of medical men in the various medical colleges there is certainly too much of a separation between the laboratory courses of the first half of the curriculum and

the clinical instruction of the second half. By the time he graduates and is ready for medical practice, the medical student is loaded with two types of knowledge, the exact scientific and the clinical. He knows abundance of both of these but to serve him well in the diagnosis and treatment of disease he has too often not yet acquired what is an essential for the use of this knowledge, the power to correlate, the power to apply to his bed-side observations what he has learned in the laboratory. There is no earnest medical man who, when called upon to diagnose some obscure, typical case does not feel the want of knowledge of applied Physiology, using this term in its widest sense. The medical man too often thinks that a text-book of medicine describes under its various chapters and headings all the known diseases of mankind; he looks on Osler or Strumpell or Clifford Allbat as infallible and he constantly forgets that the text books are merely intended as guides for further observation and research.

"In the department of experimental medicine which, through the generosity of two men who are doing untold good for the cause of medicine it has been the good fortune of our college to acquire, every effort will be made to link together the laboratory and the clinical work. In the course of time there will, in all probability, be established short laboratory courses designed to show the student in what way facts of Physiology, Pathology, Bacteriology, Embryology, etc., are applicable in the diagnosis and treatment of disease. For example, the effect of experimentally produced valvular lesions of the heart, of removal of ductless glands, of interference with the kidney functions, of various lesions of the nervous system, of surgical shock, of experimental diabetes, etc., will be studied, and their methods of treatment experimentally tested. By such a course this 'missing link' in medical education will be replaced; an empty void will no longer stand between the two halves of



the medical course and the graduating Doctor of Medicine will start in medical practice prepared not merely to classify disease according to some text-book of medicine and to empirically treat it as therein directed, but he will realize that medicine is yet in its infancy, and that he is one of its nurses, responsible for its growth by his carefully observing everything unusual that he meets within his practice and co-relating this newly acquired knowledge with what he has learned in the laboratory.

"To enable the medical man then to experimentally investigate disease, the department will be excellently furnished for the prosecution of medical research. The building will be of four stories, the first two will contain chemical, bacteriological and physiological laboratories and research rooms of the usual type. On the third floor will be a large class room for practical instruction and on the fourth floor a suite of operating and hospital rooms carefully designed and arranged so as to enable strictly aseptic operations on animals to be performed."

The integrity of the traditional period of four years of course is in this as in almost every other college, becoming broken. In the older American college, a considerable proportion of the students obtain a degree in three years. In Adelbert College, by no less than three methods is the customary time of four years shortened. A Senior in Adelbert College may take the first year in the Medical School, which course counts towards the receiving of the A. B. as well as of the A. M. degree. A Senior in Adelbert College may take three-fourths of his work in the Law School, so that his work is counted towards both the A. B. and the A. M. degree. The student who begins the first three years in Adelbert College may take two years in the neighboring Case School of Reserve University, and still his four years can count

towards both the A. B. and the B. S. degree, both degrees being conferred at the close of the fifth year of combined study. The year now closing is the first year in which the entire work of the Senior year in Adelbert College may be taken in the Medical School. In the current year seven Seniors of Adelbert College are also students in the Case School of Applied Science. Of the present Junior Class of Adelbert College, numbering forty-nine men, all but thirteen contemplate taking all or a part of the work of their Senior year in a professional school. The condition is inevitable. Regarding its advantages and disadvantages I shall present a full statement in a forthcoming report.

The salaries now paid in the undergraduate colleges for teaching run from one thousand to three thousand dollars. Three teachers receive three thousand dollars; nine receive from twenty-five hundred up to three thousand dollars, including twenty-five hundred; seven receive from two thousand to twenty-five hundred dollars, including two thousand; six receive from fifteen hundred to two thousand dollars, including fifteen hundred; fourteen receive from one thousand to fifteen hundred dollars, including one thousand dollars. The total budget expense of the undergraduate colleges for the current year is one hundred and eleven thousand, five hundred and thirty dollars, of which the sum of seventy-five thousand, five hundred and sixty dollars is used in the payment of teaching salaries.

I am sure that no member of the Board of Trust needs to receive from me any intimation regarding the significance of those sums. This condition not only calls for the enlargement of stipend for our own sake, but also for the sake of American society. The peril is that, although no man should enter the profession of a college teacher influenced by pecuniary reward, the inadequacy of remuneration will

cause a distinctly less high order of manhood to enter this noble calling. Such a contamination of the sources of the higher teaching would ultimately cause the degradation of civilization.

The most constant and conspicuous point of relationship between the community and the college is found in athletic games. This relationship has arisen in large part out of the increased interest taken by the American people in such sports as foot ball and base ball. To the problems involved in carrying on these sports, the Faculty of Adelbert College, has for many years, given much attention. These problems are, largely: to promote proper participation in these games by as large a number of students as possible; to avoid excessive pursuit of them by any student; and to regulate games with the students of other colleges. Among the problems of former years and continuing in less degree to the present is the prevention of the playing of men who are not enrolled as students. The first of these problems, to promote general participation, is a most difficult one. It belongs to all colleges. Hardly more than one-tenth of all students play either foot ball or base ball. These sports properly played represent noble qualities of manhood,—hardihood, vigor of body and mind, effectiveness and good fellowship. The second of these problems, to prevent excessive indulgence, the Faculty seeks to remedy by allowing only those men to play whose scholastic rank is satisfactory. These and other problems of importance, the Faculty considers primarily, through a specially appointed committee. This committee, through its chairman, has made to me a statement, which I beg leave to transmit:—

“The committees which have general oversight and control over the physical welfare of the students in this

institution, the athletic and gymnasium committees, are at present confronted by three main difficulties;

(a) The lack of a permanent and well paid gymnasium instructor, or athletic director. At present the college pays the incumbent for but a portion of his time and the position is usually filled by a medical college student, who has had some previous gymnasium training and who gives merely certain afternoons to the work, remains perhaps one or two years after graduation, and then makes way for another medical student. At the present day the oversight of the physical welfare of the young is a well established profession whose followers are usually medical graduates, and in which the well qualified men command good salaries. The present incumbent of the position here has obtained his medical degree, is thoroughly equipped in his profession, is desirous of remaining here and building up the department, yet desires a position which will occupy his entire time. On the other hand our difficulties here would be lessened had we command of his full time, so that the gymnasium could be opened at all hours instead of only on occasion. In order to obtain, and to retain competent men in this department, it is necessary to pay them salaries which are commensurate with the salaries of the men in charge of the other departments of the institution.

(b) The lack of sufficient gymnasium facilities. The present gymnasium on the Adelbert college campus was built nearly twenty years ago, at which time the college numbered sixty-five students, nineteen of whom were women. Our present day freshman classes contain twice as many male students as did the entire college of that day. We require physical exercise from all freshmen. Many of the members of the other classes would be glad to make use of the gymnasium but cannot be given the opportunity as things are now. Frequent requests for similar facilities come from members of the School of Law, the gymnasium being

a university, not a college building. The athletic teams must use the building. Even if we had the full time of the gymnasium instructor, so that the building could be opened every day and all day, nevertheless the building would be found greatly too small to furnish proper facilities for physical training to the entire student body. Obviously this becomes increasingly true with each passing year, in view of the comparatively rapid numerical growth of the college. The need is a serious one and becomes yearly more serious. The larger number of the competing Ohio colleges have much larger and more modern gymnasiums, with a well-paid and competent athletic director in control, and are in much better position than we are to properly care for the physical welfare of their students.

(c) The third difficulty is the smallness of the athletic field. It is too small to serve as a general play ground and merely serves for a place for practice for the athletic teams. The present tendency in educational institutions is to require out-door athletic work on the part of the entire student body during the autumn and spring months, restricting the in-door work to the winter months. Our gymnasium instructor is anxious to adopt this plan here, and with our present facilities something can be done along this line with the freshmen.

If the college can have the full time of a competent athletic director, our present difficulties will be somewhat relieved for the time being. The need for a new gymnasium will steadily grow more pressing, so that before long the alternative of either furnishing more gymnasium space, or else of ceasing to require gymnasium work of the freshmen must be faced. A larger athletic field sufficiently near to the college to be of service seems to be a manifest impossibility, but with the other two needs supplied this need is not so vital."

I have been deeply interested with the opportunity which has opened to the American college, located in a great city, in being of special service to teachers of public schools of that city. Every urban University holds a special duty to its immediate constituency. The University in Cleveland finds open to itself the opportunity of service to about two thousand public school teachers of Cleveland. The peril of the teacher in the public schools of the United States is the peril of unambitious mediocrity. The question, therefore, may fittingly be asked, How can this University through courses of instruction or otherwise, be of advantage to the larger part of this great body of workers for the highest interests of Cleveland? I have conferred with the Superintendent of Public Schools of Cleveland regarding the matter. I find that he has a hearty desire to co-operate with us in helping this University to be more useful to his associates. I beg leave, therefore, to recommend the appointment of a special committee to confer with the Superintendent of Public Instruction regarding the establishment of special courses, or the forming of some agency, or the laying of a foundation, which it may be hoped, would prove to be of peculiar advantage to our fellow-teachers in the public schools.

Near the close of the last Academic year the University was placed on the list of institutions, some fifty-two in number—accepted by the Carnegie Foundation for the Advancement of Teaching. To two members of the Adelbert Faculty, Professor Morley and Professor Potwin, retiring allowances were at once granted by the Foundation. This apparently permanent relationship is of such great importance that I submit a statement of some conditions which control the granting of allowances:—

1. Age.—To be eligible to retirement on the ground of age, a teacher must have reached the age of sixty-five

and must have been for fifteen years professor in a higher institution of learning. Whether a professor's connection as a teacher with his institution shall cease at an earlier or later age than sixty-five, is a matter solely within the jurisdiction of the professor himself and the authorities of the institutions in which he serves.

2. Long Service.—To be eligible for retirement on the ground of length of service, a teacher must have had twenty-five years' service as a professor in a higher institution of learning. It is not necessary that the whole of the service shall have been given in accepted colleges, universities, or technical schools.

In no case shall any allowance be paid to a teacher who continues to give the whole or part of his time to the work of teaching, as a member of the instructing staff of a college or technical school.

The Trustees recognize that a fixed rule limiting the amount of an allowance—such, for instance, as a stated percentage of a professor's salary—cannot be adopted without working a serious hardship in many institutions where salaries are low, and under the best conditions, must remain low for several years. They have, therefore, adopted a scale under which a teacher who is receiving a low salary is granted a much higher percentage of his salary than is granted to one receiving a higher salary. Thus, for a salary below sixteen hundred dollars a pension of one thousand dollars or a sum not to exceed ninety per cent. of the active pay, is granted as a retiring allowance. It is believed that this scale is a more just one to men on small salaries. It would scarcely signify the calling of the teacher to allot to a professor who had served many years at twelve hundred dollars a year fifty per cent. of his pay, although that percentage might be a fairly generous allowance in the case of a professor who had been receiving a pay of five thousand dollars.

1.—A normal retiring allowance is considered to be one awarded to a professor in an accepted university, college or technical school, on the ground of either age or length of service. The term professor, as here used, is understood to include Presidents, Deans, Professors, Associate Professors and Assistant Professors, in institutions of higher learning.

2.—Retiring allowances shall be granted under the following rules, upon the application of the institution with which the professor is connected, and in the application it should be clearly set forth whether the retiring allowance is recommended on the ground of age or service.

3.—In reckoning the amount of the retiring allowance the average salary for the last five years of active service shall be considered the active pay.

4.—Any person sixty-five years of age, and who has had not less than fifteen years of service as a professor, and who is at this time a professor in an accepted institution, shall be entitled to an annual retiring allowance computed as follows:

(a)—For an active pay of twelve hundred dollars or less, an allowance of one thousand dollars, provided no retiring allowance shall exceed ninety per cent. of the active pay.

(b)—For an active pay greater than twelve hundred dollars the retiring allowance shall equal one thousand dollars, increased by fifty dollars for each one hundred dollars of active pay in excess of twelve hundred dollars.

(c)—No retiring allowance shall exceed three thousand dollars.

5.—Any person who has had a service of twenty-five years as a professor, and who is at the time a professor in an accepted institution, shall be entitled to a retiring allowance computed as follows:

(a)—For an active pay of twelve hundred dollars or



less, a retiring allowance of eight hundred dollars, provided that no retiring allowance shall exceed eighty per cent. of the active pay.

(b)—For an active pay greater than twelve hundred dollars the retiring allowance shall equal eight hundred dollars, increased by forty dollars for each one hundred dollars of active pay in excess of twelve hundred dollars.

(c)—For each additional year of service above twenty-five, the retiring allowance shall be increased by one per cent. of the active pay.

(d)—No retiring allowance shall exceed three thousand dollars.

6.—Any person who has been for ten years the wife of a professor in actual service, may receive during her widowhood one-half of the allowance to which her husband would have been entitled.

7.—In the preceding rules, years of leave of absence are to be counted as years of service, but not exceeding one year in seven. Librarians, registrars, recorders and administrative officers of long tenure, whose salaries may be classed with those of professors and assistant professors, are considered eligible to the benefits of a retiring allowance.

8.—Teachers in the professional departments of universities whose principal work is outside the profession of teaching are not included."

The year has been a memorable one for the great gifts received. On the day of last Commencement, a member of the board, Mr. Samuel Mather, indicated his purpose to give one hundred thousand dollars to Adelbert College, to establish a fund in memory of our former associate, the Honorable John Hay. Near the beginning of the present year, too, Mr. H. M. Hanna and Colonel Oliver H. Payne indicated their purpose of giving each one hundred thousand dollars to establish and to equip a Department of Experi-

mental Medicine in the Medical School. Throughout the year, the collection of funds for a Gymnasium for the College for Women has been going on, as the building itself has been in the process of erection. At the same time, too, funds have been subscribed for the benefit of the Law School which, at the present writing, amount to about twenty-three thousand dollars. Near the close of the last academic year, members of the Chamberlain family paid to the Treasurer one hundred and fifty thousand dollars, of which one-half was given to establish the Selah Chamberlain Professorship of Sociology, and one-half to be used in building a Chemical Laboratory. The actual transfer of slightly more than fifty thousand dollars, also, for the establishment of the M. A. Hanna Chair of Political Science, has been made, and obligations have also been received which fall due in the course of the next academic year, of an amount to make the entire Foundation one hundred thousand dollars. For these gifts amounting to about six hundred thousand dollars, so great, so beneficent, the Board is profoundly grateful. They lay upon the members of the Board happy and serious obligations.

These great and diverse gifts cannot but result in the utmost benefit for humanity. Be it also said, however, that as great good may be accomplished through other funds which are to be given. In the more material forms: the College for Women has felt the need of another Dormitory for its increasing number of students. Upon the filling of this want, the Advisory Council has appointed a Committee. The increase of books in the College Library is already approaching the limit of the capacity of the building, built by one of our own number, Mr. H. R. Hatch. Adelbert College has also laid upon itself the need of a proper place for the conducting of the daily service of worship. The present hall is unfittingly crowded, and its bare simplicity fails to promote that noblest element of human char-

acter,—the sense of worship. The element which the Florence Harkness Memorial Chapel has added to the life of the students of one undergraduate college, emphasizes the peculiar advantages which would be received through a similar Chapel in Adelbert College.

But if the University cannot exist without buildings, the University does not consist of buildings. The real University is made up of men, of teachers, or students. The consummate need therefore, is a proper stipend for teachers. In addition, certain Chairs should be established: a Chair of Biblical Instruction in Adelbert College, and a Chair of Education in the College for Women, and a Chair of Botany for the advantage of both undergraduate institutions. To the support of instruction in Education, five hundred dollars is annually given. There also should be added further instruction in mathematics and physics, in German, French and English, and music in both colleges. It is also to be said that in several departments of the University, subscriptions are made each year for immediate expenditures. This sum amounts to about \$15,000. Properly to increase salaries, to establish needed chairs, as well as to capitalize annual gifts, would represent an addition of five hundred thousand dollars. The great needs of the past have from time to time been filled. Experience, therefore, gives assurance that the equally great needs of the present shall not be neglected.

Near the close of the last academic year, the establishment of what might be called the University of Cleveland received discussion both personal and public. In such an Institution there might be affiliated the following institutions: The Case School of Applied Science, the Cleveland Art School, The School of Pharmacy, the Homeopathic Medical School, and also certain of the Hospitals of Cleveland. Into such a University, the two corporations, Adelbert College of Western Reserve University, and the cor-

poration of Western Reserve University itself, might properly enter. The advantage of the formation of such a confederation would be, first, the quickening influence which each school or college would give to its associate institutions; second, the removal of the duplication of scholastic work, although this duplication is much less than a superficial examination would indicate; third, the insuring of a greater impressiveness for the community of the value of the higher intellectual and scholarly life.

The best illustration of an academic confederation is found in the University of London. It includes a score of schools and colleges. Each party to the confederation retains certain rights, yet each has surrendered certain of its rights to the whole body. The whole body determines or confirms certain methods and measures of each individual school. The system is a system of checks and balances; it is also a system of related forces—educational and executive. It is a system—if a system at all it might be called—built up, not by rule, but by enlargements determined entirely by conditions; and its success is assured by reason of the wisdom and force of the personalities which are in and beneath the whole movement.

In the making of any such confederation, each corporation should retain its full corporate existence, unless it seemed wise to merge that existence in the larger corporation.

To the Reports of the Deans and other officers of the various colleges, I desire to call your special attention.

I beg to remain, in gratitude and respect,

Very truly yours,

CHARLES F. THWING,  
President.

Cleveland, 11th June, 1907.

## REPORT OF THE DEAN OF ADELBERT COLLEGE.

The various courses given during the past year, with the number of students attending each, are shown in the following tables :

### FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Bible .....	1	Life of Christ .....	..	..	..	83	8	91
Biology .....	2	Invertebrate Anatomy .....	..	1	1	..	1	3
" .....	3	Vertebrate Anatomy .....	2	4	1	..	3	10
" .....	6	Physiology .....	1	2	2	..	2	7
" .....	12	Living Things. ....	5	13	5	..	2	25
Chemistry ..	1	Inorganic: Non-Metals...	2	1	26	..	3	32
" .....	3	Inorganic .....	..	..	3	35	6	44
" .....	5	Organic .....	3	4	10	..	..	17
" .....	7	Inorganic Preparations...	1	2	5	..	..	8
" .....	9	Quantitative .....	2	1	1	..	..	4
" .....	11	Physiological .....	1	3	..	..	2	6
Economics ..	1	Elements .....	6	9	54	2	2	73
" .....	7	Trusts .....	6	6	1	..	2	15
" .....	8	Hist'y of Political Thought	2	8	3	..	1	14
English .....	1	Rhetoric .....	..	..	..	79	8	87
" .....	3	Themes .....	..	1	78	4	3	86
" .....	5	Daily Themes .....	2	10	..	..	1	13
" .....	6	Daily Themes .....	1	..	..	..	..	1
" .....	7	Forensics .....	..	..	7	..	..	7
" .....	10	Chaucer and Spencer.....	1	9	14	..	2	26
" .....	12	Milton .....	1	..	2	..	..	3
" .....	13	Collins to Keats .....	3	10	4	..	1	18
" .....	14	Tennyson .....	..	..	..	..	..	..
" .....	21	Old English .....	..	..	..	..	..	..
French .....	1	Elementary .....	2	13	30	23	8	76
" .....	3	Nineteenth Century Text.	..	3	8	1	..	12
" .....	5	Prose Composition .....	1	..	1	..	..	2
" .....	13	French Literature .....	2	2	1	..	..	5

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Geology ...	1	Mineralogy .....	2	12	..	..	..	14
" .....	3	Lithology .....	7	28	4	..	2	41
German ....	1	Elementary .....	..	..	..	29	2	31
" .....	3	Second Year .....	1	..	31	25	3	60
" .....	5	Selected Masterpieces ..	1	..	3	8	..	12
" .....	7	Author Course .....	1	4	13	..	..	18
" .....	15	Modern Fiction .....	1	2	..	..	1	4
" .....	9	Outline Hist. of Ger. Liter.	1	..	..	..	..	1
Greek .....	2	Attic Orators .....	..	..	2	18	..	15
" .....	4	Plato .....	..	..	..	..	..	..
" .....	15	Elementary Greek .....	..	..	3	1	..	4
" .....	7	Idyllic Poetry .....	1	1	..	..	..	2
Hebrew .....		.....	..	..	..	..	..	..
History .....	1	Mediaeval .....	3	23	26	16	6	74
" .....	5	England .....	..	4	4	1	1	10
" .....	7	American Colonies .....	2	2	1	..	..	5
" .....	9	French Revolution .....	8	5	6	..	..	19
Italian .....		.....	4	..	1	..	1	6
Church Hist.	1	Modern .....	..	..	..	..	..	..
Latin .....	1	Livy or Cicero .....	1	2	14	53	..	70
" .....	3	Horace .....	..	..	..	..	..	..
" .....	5	Cicero's Letters .....	1	1	..	..	..	2
" .....		Elementary .....	..	..	10	26	2	38
Mathematics	1	Trigonometry .....	..	..	4	72	7	83
" .....	4	Algebra .....	..	..	40	..	2	42
" .....	3	Calculus .....	..	16	..	..	1	17
Music .....	3	Harmony .....	..	..	..	..	..	..
Philosophy..	1	Psychology .....	1	13	29	1	4	48
" .....	2	Anthropology .....	11	9	2	1	..	23
" .....	5	Ethics .....	3	4	2	..	..	9
" .....	6	History .....	4	..	..	..	1	5
Physics .....	1	Mechanics, Sound, Heat..	1	3	43	1	3	51
" .....	9	Descriptive .....	1	..	..	..	..	1
" .....	8	Mechanics .....	..	4	..	..	1	5
Spanish .....	1	Elementary .....	..	..	..	..	..	..

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Astronomy..	1	Descriptive .....	..	..	..	..	..	..
Biology .....	1	Elementary .....	2	7	11	..	..	20
" .....	7	Vertebrate Embryology..	3	3	2	..	2	10
" .....	9	Animal Behavior .....	4	1	2	..	1	8
" .....	10	Botany .....	1	2	..	..	1	4
Chemistry ..	2	Inorganic .....	..	1	21	..	3	25
" .....	4	Inorganic .....	..	..	3	30	7	40
" .....	6	Organic .....	3	6	6	..	..	15
" .....	8	Qualitative Analysis.....	3	4	5	..	3	15
" .....	10	Quantitative Analysis ....	2	1	1	..	..	4
" .....	12	Physical .....	1	2	..	..	..	3
Economics..	3	Money and Banking .....	2	3	12	..	1	18
" .....	5	Economic Problems.....	3	4	8	..	3	18
" .....	10	Municipal Government... ..	3	16	22	2	2	45
English .....	2	Rhetoric.....	..	..	..	72	7	79
" .....	4	Theme Writing.....	..	2	71	4	3	80
" .....	5	Daily Themes .....	1	4	..	..	..	5
" .....	6	Daily Themes .....	2	4	..	..	..	6
" .....	11	Shakespeare .....	5	8	21	..	2	36
" .....	14	Tennyson and the Poets from 1830 .....	3	4	..	..	..	7
" .....	16	History of English Prose. .	2	7	6	..	2	17
" .....	30	.....	2	6	10	..	1	19
French .....	2	Elementary .....	2	14	19	29	3	67
" .....	4	Classic Drama .....	..	2	7	1	..	10
" .....	7	16th Century Literature..	..	..	..	..	..	..
" .....	10	Historical Grammar.....	..	..	..	..	..	..
Geology .....	2	Mineralogy .....	1	..	..	..	..	1
" .....	4	Structural .....	5	23	3	..	3	34
German .....	2	Elementary.....	..	..	..	29	2	31
" .....	4	Second Year.....	1	1	24	23	5	54
" .....	6	Selected Masterpieces....	..	..	1	7	..	8
" .....	8	Author Course.....	1	2	8	..	..	11
" .....	10	Outline Hist. of Ger. Liter.	2	..	..	..	..	2
" .....	16	Modern Fiction .....	1	2	1	..	1	5
Greek .....	2	Homer. The Odyssey....	..	..	2	13	..	15
" .....	16	Elementary Greek.....	..	..	1	1	..	2

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
History.....	2	History of Germany.....	3	14	25	14	8	64
".....	6	Eng. in 18th-19th Cen.....	4	4	7	..	..	15
".....	8	United States.....	2	13	7	..	1	23
".....	10	Napoleonic Period.....	9	4	4	..	1	18
".....	14	American Diplomacy.....	2	..	..	..	1	3
Latin.....	2	Plautus.....	..	2	16	48	1	67
".....	4	Tacitus, Juvenal.....	..	..	..	..	..	..
".....	6	Lucretius.....	..	3	..	..	..	3
".....	..	Elementary.....	..	..	7	25	3	35
Mathematics	2	Analytic Geometry.....	..	..	5	70	8	83
".....	6	Trigonometry, Surveying.....	..	3	..	..	..	3
".....	7	Calculus.....	1	4	30	..	2	37
".....	11	Differential Equations.....	..	5	..	..	1	6
Philosophy..	3	Logic.....	3	12	31	2	8	56
".....	4	Elements of Philosophy..	2	13	9	1	..	25
".....	10	Social Institutions.....	6	4	..	..	..	10
".....	15	Philosophy of Religion...	12	..	..	..	..	12
".....	7	Gen. Hist. of Philosophy.	4	..	..	..	..	4
Physics.....	2	Electricity, Light.....	..	7	37	1	3	48
".....	7	(a) Mechanical Drawing.	1	4	11	..	..	16
".....	7	(b) Descriptive Geometry.	..	13	4	..	..	17
".....	11	Physical Experiment.....	..	5	..	..	..	5

Thirteen per cent of the students in Adelbert College expect to take part of their work in the Law School during their Senior year, eleven per cent expect to enter the Medical School at the end of their Junior year, and twenty-eight per cent expect to enter Case School at the end of their Junior year, making a total of fifty-two per cent in Adelbert College who expect to do all or part of their Senior work in the professional schools.

Respectfully submitted,

JOHN DICKERMAN,

Dean.



## REPORT OF THE SECRETARY OF THE FACULTY OF ADELBERT COLLEGE.

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There have been eleven (to May 15th) meetings of the entire Faculty during the past year, and ten (to May 15th) of the permanent officers. The business transacted by the latter has related to appointments to the staff of instruction, and their recommendations have been already transmitted to the Board.

The Faculty have sustained a very great personal loss in the death of Professor Lemuel Stoughton Potwin, whose active connection with the college ceased only at the end of the year 1905-1906. The funeral services were under the direction of the Faculty, and the following memorial was adopted by a rising vote, and placed upon the minutes.

"The Faculty of Adelbert College records in this brief memorial its appreciation of the great loss sustained in the death of our long-time beloved colleague and friend, Lemuel Stoughton Potwin.

"His kindly spirit and gentle ways, high ideals and unvarying sincerity, had impressed his personality in a remarkable manner on all who knew him.

"His teaching service, extending through full thirty-five years, had made him revered and honored in an unusual degree by a generation of colleagues and many generations of students.

"He was a man of broad training, clear insight into many fields of learning, noble simplicity of character; one who never exalted himself, and was always charitable to others; above all, one wise in the wisdom which makes for truth and righteousness."

Very little business has come before the general Faculty except matters of mere routine, and this fact shows how effective the committee system has become. Nothing has been done by the Faculty that should be mentioned in this report.

SAMUEL BALL PLATNER.

Secretary of the Faculty.

# REPORT OF THE REGISTRAR OF THE COLLEGE FOR WOMEN.

The following table shows the courses as taken in the year 1906-1907:

## FIRST HALF-YEAR

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology	.....	Prof. Curtis	26	7	2	..	2	37	37
Art	.....	Ancient Prof. Fowler	..	3	..	..	1	4	4
Bible	..... 1	Life of Christ Pres. Thwing	..	..	..	97	..	97	..
"	..... 3	Old Testament Assoc. Prof. Haydn	1	3	69	..	..	73	..
"	..... 9	Jewish History Assoc. Prof. Haydn	..	2	..	..	..	2	172
Biology	..... 2	Invertebrate Zoology Prof. Herrick	1	..	..	..	..	1	..
"	..... 3	Vertebrate Zoology Prof. Herrick	1	..	..	..	1	2	..
"	..... 6	Physiology Mr. James	6	13	5	..	1	25	..
"	..... 11	Botany Mr. James	1	..	..	..	..	1	..
"	..... 12	Living Things Prof. Herrick	4	..	..	..	1	5	34
Chemistry	..... 1	Non-Metallic Elements Assoc. Prof. Gruener	3	8	20	24	1	56	..
"	..... 2	Inorganic Ass't Prof. Tower	..	..	..	4	11	15	..
"	..... 5	Organic Assoc. Prof. Gruener	1	1	..	..	..	2	73
Economics	..... 1	Elements Assoc. Prof. Arbuthnot	20	4	4	..	..	28	28
English	..... 1	Principles of Composition Ass't Prof. Myers	..	..	..	97	6	103	..
"	..... 3	Daily Themes Ass't Prof. Myers	5	2	10	..	2	19	..
"	..... 5	Themes Ass't Prof. Myers	3	..	..	..	1	4	..
"	..... 13	Shakespeare Prof. Hulme	4	8	1	..	2	15	..
"	..... 16	Classicism Prof. Hulme	2	1	54	..	2	59	..
"	..... 19	English Novel Prof. Hulme	14	13	2	..	..	29	..
"	..... 20	English Poetry, 1830-1880 Prof. Hulme	7	3	..	..	1	11	240
Geology	..... 3	Dynamic Prof. Cushing	2	8	5	..	..	15	15
German	..... 1	Elementary Mr. Danton	..	2	6	18	1	27	..
"	..... 3	Modern German Prose Prof. Deering	..	2	3	14	2	21	..
"	..... 8	Modern German Prose Mr. Danton	1	4	9	7	..	21	..
"	..... 5	Schiller Mr. Danton	2	12	9	34	1	58	..
"	..... 7	Goethe Prof. Deering	1	2	16	3	..	22	..
"	..... 14	Heine Prof. Deering	6	8	1	1	2	18	..
"	..... 20	Great Masterpieces Mr. Danton	..	1	3	..	1	5	172
Greek	..... 2	Attic Orators Prof. Fowler	..	..	..	2	1	3	..
"	..... 3	Drama Dr. Leutner	..	2	5	..	..	7	..
"	..... 7	Theocritus Prof. Bill	3	..	..	..	..	3	..
"	..... A	Elementary Prof. Fowler	1	..	6	3	..	10	..
"	..... B	Xenophon and Homer Dr. Leutner	..	2	..	3	1	6	29

## FIRST HALF-YEAR.

Course		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
History.....	1	Middle Ages.....	Ass't Prof. Robertson	..	2	5	32	2	41	..
"	3	England.....	Ass't Prof. Benton	5	6	6	..	..	17	..
"	4	Germany, 1273-1786.....	Prof. Bourne..	4	2	4	..	2	12	..
"	5	American Colonial.....	Ass't Prof. Robertson	3	16	17	..	1	37	..
"	7	French Revolution.....	Prof. Bourne..	12	10	9	..	3	34	..
"	8 B	Europe after 1815.....	Prof. Bourne..	9	2	..	..	..	11	..
"	9	Am. Political Institutions	Ass't Prof. Robertson	6	2	..	..	..	8	160
Latin.....	1	Livy.....	Prof. Perkins..	..	..	3	64	6	73	..
"	1	Livy.....	Dr. Leutner....	..	..	..	29	..	29	..
"	3	Horace, Odes and Epodes.....	Prof. Perkins..	..	1	41	..	..	42	..
"	4-5	Pliny's and Cicero's Letters.....	Prof. Perkins..	11	21	..	..	..	32	176
Mathematics..	1	Trigonometry.....	Dr. Dickerman..	..	..	4	86	2	92	..
"	5	Analytical Geometry.....	Dr. Dickerman..	2	7	21	..	2	32	..
"	7	Integral Calculus.....	Dr. Dickerman..	..	2	..	..	..	2	126
Music.....	..	Hist. of Music and Harmony.....	Mr. Clemens..	1	1	3	..	..	5	5
Philosophy....	2	Psychology.....	Prof. Aikins...	6	39	25	..	2	72	..
"	3	Ethics.....	Prof. Aikins...	7	2	..	1	1	11	..
"	12	Philosophy of Religion.....	Prof. Aikins...	2	..	..	2	4	87	..
Physics.....	1	General.....	Mr. Mills.....	3	..	..	..	1	4	..
"	9	Descriptive.....	Mr. Mills.....	..	1	5	29	..	35	39
Romance Languages.										
French.....	1	Elementary.....	Assoc. Prof. Borgerhoff	..	..	26	8	1	30	..
"	1	Elementary.....	Mr. Ostrander..	..	4	10	13	1	28	..
"	3	Modern French.....	Mr. Ostrander..	1	5	9	8	4	27	..
"	5 A	Conversation, Composition	Assoc. Prof. Borgerhoff	..	8	1	2	..	11	..
"	7	Moliere.....	Mr. Ostrander..	..	2	..	..	1	3	..
Italian.....	1	Elementary.....	Assoc. Prof. Borgerhoff	2	1	..	..	2	5	..
"	3	Dante's Divine Comedy.....	Assoc. Prof. Borgerhoff	..	2	..	..	..	2	..
Spanish.....	1	Elementary.....	Mr. Ostrander..	2	..	..	..	4	6	112

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Art.....	Post-Classical.....	Prof. Fowler..	..	4	..	..	..	4	4
Bible. ....	2 Acts and Epistles.....	Assoc. Prof. Haydn	1	..	2	93	..	96	..
"	4 Old Testament.....	Assoc. Prof. Haydn	..	..	64	..	3	67	..
"	5 Acts and General Epistles. Assoc. Prof. Haydn	..	..	..	..	2	..	2	166
Biology.....	1 General.....	Prof. Herrick..	..	3	6	4	1	14	..
"	7 Embryology.....	Prof. Herrick..	1	..	..	..	1	2	..
"	9 Animal Behavior.....	Prof. Herrick..	..	1	1	..	..	2	..
"	10 Botany.....	Mr. James.....	3	4	4	1	1	13	81
Chemistry.....	8 Metals.....	Assoc. Prof. Gruener	..	3	7	3	..	13	..
"	4 Physiological.....	Ass't Prof. Tower	2	9	5	3	..	19	..
"	6 Qualitative Analysis.....	Ass't Prof. Tower	1	1	..	2	..	4	..
"	12 Physical.....	Ass't Prof. Tower	1	1	..	..	..	2	38
Economics.....	5 Labor Problems.....	Assoc. Prof. Arbuthnot	1	2	2	..	1	6	..
"	10 Municipal Govern'm't.....	Assoc. Prof. Arbuthnot	3	6	7	..	1	17	23
English.....	2 Composition.....	Ass't Prof. Myers	..	..	..	97	1	98	..
"	4 Themes.....	Ass't Prof. Myers	2	2	3	..	2	9	..
"	7 Argumentation.....	Ass't Prof. Myers	1	2	6	1	..	10	..
"	11 Chaucer.....	Prof. Hulme..	10	3	2	..	..	15	..
"	17 Rom'tic Movem't in 18th Cent. Prof. Hulme..	1	3	51	2	2	59	..	..
"	18 American Literature.....	Prof. Hulme..	6	14	1	..	1	22	..
"	21 English Prose, 1830-1880.....	Prof. Hulme..	3	6	1	..	1	11	..
"	23 English Essays.....	Ass't Prof. Myers	12	8	3	..	2	25	249
Geology.....	4 Structural and Historical.....	Prof. Cushing..	1	3	2	..	..	6	..
"	5 Physiography.....	Prof. Cushing..	8	12	19	7	2	48	54
German.....	2 Elementary.....	Mr. Danton..	..	..	5	16	1	22	..
"	4 Modern Texts.....	Prof. Deering..	..	1	3	19	..	23	..
"	4 Modern Texts.....	Mr. Danton..	..	4	7	5	..	16	..
"	6 Schiller.....	Mr. Danton..	1	10	8	32	..	51	..
"	8 Modern Authors.....	Prof. Deering..	1	..	15	5	..	21	..
"	18 Germanic Mythology.....	Prof. Deering..	1	5	..	..	2	8	..
"	19 19th Cent. Literature to 1870.....	Mr. Danton..	5	2	3	1	1	12	153
Greek.....	A Elementary.....	Prof. Fowler..	1	1	5	3	..	10	..
"	1 Homer.....	Prof. Bill.....	..	2	..	4	2	8	..
"	4 Plato's Apology, Crito.....	Prof. Fowler..	..	2	4	..	1	7	25
History.....	1 Middle Ages.....	Ass't Prof. Robertson	..	..	1	49	1	51	..
"	2 France.....	Prof. Bourne..	..	8	14	25	3	50	..
"	3 a England since 1688.....	Ass't Prof. Benton	5	4	4	1	..	14	..
"	6 a United States.....	Ass't Prof. Robertson	3	18	13	..	3	37	..
"	8 a Napoleonic Era.....	Prof. Bourne..	9	10	8	..	5	32	..
"	12 Historical Research.....	Prof. Bourne..	17	..	..	..	1	18	202
Latin.....	2 Cicero de Senectute, Plautus. Prof. Perkins..	..	..	..	4	64	2	70	..
"	2 Cicero de Senectute, Plautus. Dr. Leutner..	..	..	..	..	24	..	24	..
"	9 Catullus.....	Prof. Perkins..	..	..	31	..	3	34	..
"	12 Juvenal, Martial.....	Dr. Leutner..	..	14	..	..	1	15	..
"	15 Teachers' Training Course.....	Prof. Perkins..	10	..	..	..	..	10	153

## WESTERN RESERVE UNIVERSITY

## SECOND HALF-YEAR.

Course.		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Mathematics..	2	Algebra.....	Dr. Dickerman.	..	..	5	86	3	94	..
"	6	Differential Calculus .....	Dr. Dickerman.	1	3	13	..	2	19	..
"	15	Vector Analysis .....	Dr. Dickerman.	2	3	1	..	..	6	119
Music.....	2	History and Harmony.....	Mr. Clemens ..	1	..	3	1	..	5	5
Philosophy....	1	Logic .....	Prof. Aikins...	1	2	6	1	..	10	..
"	4	Introduct'n to Philosophy ..	Prof. Aikins...	1	23	11	1	2	41	..
"	5	History of Philosophy .....	Prof. Aikins ..	2	1	..	..	..	3	..
"	10	Advanced Psychology.....	Prof. Aikins...	3	..	..	..	..	3	57
Physics.....	2	Light, Electricity, Magnetism.	Mr. Mills ..	2	..	..	..	1	3	..
"	7	Drawing .....	Mr. Mills .....	2	1	..	1	..	4	7
Romance Languages.										
French.....	2	Elementary .....	Assoc. Prof. Borgerhoff	..	..	21	4	1	26	..
"	2	Elementary .....	Mr. Ostrander.	..	4	11	12	1	28	..
"	4	Modern French .....	Mr. Ostrander	1	2	6	7	2	18	..
"	9	Modern Novelists ....	Assoc. Prof. Borgerhoff	..	9	1	..	..	10	..
Italian.....	1	Elementary .....	Assoc. Prof. Borgerhoff	2	3	2	..	1	8	..
"	4	Dante .....	Assoc. Prof. Borgerhoff	1	2	..	..	..	3	..
Spanish .....	2	Elementary.. .....	Mr. Ostrander.	2	..	..	1	2	5	98
Sociology.....		.....	Prof. Curtis...	30	11	4	..	1	46	46

Respectfully submitted,

BERTHA L. TORREY,

Registrar.

## REPORT OF THE DEAN OF THE GRADUATE SCHOOL.

The end of the current year marks the close of fifteen years in the history of the Graduate School. Such a time invites to retrospect, and a short statistical summary may not be out of place here. A statement of the beginnings and early work of the School has already been made in this report and need not be repeated now. The following table brings the record down to date and shows the essential figures for the past fifteen years.

	Number of Students.	Men.	Women.	Colleges Represented.	Western Reserve Graduates.	Number of Instructors.	Courses Offered.	Degrees Con- ferred.
								A. M. Ph. D.
1892-93	8	7	1	3	6	20	87	0
1893-94	11	8	3	5	8	25	107	4
1894-95	18	12	6	5	13	26	125	5
1895-96	13	8	5	7	7	25	125	1
1896-97	30	14	16	19	7	29	127	2
1897-98	27	15	12	15	7	27	123	11
1898-99	27	16	11	11	12	32	132	5
1899-00	18	10	8	5	11	31	125	4
1900-01	20	12	8	12	9	32	130	7
1901-02	18	11	7	12	5	32	132	4
1902-03	25	15	10	12	13	31	135	5
1903-04	21	12	9	11	11	31	120	4
1904-05	16	12	4	10	7	30	122	3
1905-06	24	9	15	7	15	32	117	5
1906-07	13	6	7	8	7	27	123	8*

\*Candidates.

The number of students in the department is naturally and necessarily small and, as the table shows, subject to very considerable fluctuation. The reasons are plain. The School is not open to students in general, but only to college graduates; of these it appeals only, or largely, to those who are, or mean to become, teachers. Among those already settled as teachers, and who wish to do partial work, it is available only for those who live near enough to attend classes and thus meet our rigid requirement that gradu-

ate work must be done in residence. Many are also kept away by lack of means; others cannot arrange suitable hours for recitation or conference; still others cannot get the courses they want at any hour, because our instructors, already heavily burdened with undergraduate work, have neither time nor strength to give them.

Experience teaches several things which do not appear on the surface and cannot be shown in a table: (1) That there is a very considerable demand in this section for the opportunities of graduate study, a demand greater than that indicated by the table—for many have been turned away. (2) That this demand would be greater still, if some scholarships or fellowships could be established to help able but needy students to meet even part of the expense involved. (3) That this demand is already greater than we can meet with our present equipment of men and means. (4) That we cannot do more or better work than we are now doing, that the Graduate School cannot thrive or grow, unless our facilities are increased.

That it would be wise to increase our facilities in this way seems clear for several reasons: (1) The Graduate School has done and is doing more than any other single agency in Cleveland to bring together and keep together the university and the schools of the city and the surrounding country. Many of the teachers of these schools are our graduate students year after year, and every such teacher becomes a living argument to his pupils that they should go to college in Cleveland. (2) Even before they go out as teachers, such students are a good investment, because they act as leaven in the undergraduate lump, they serve as living examples of higher standards, they are an inspiring and uplifting influence for good upon the undergraduates below them. (3) Increased facilities in this department would enable us to keep our own students at the university for an extra year or longer. Many of our A. B.s, who now stop

their study because they cannot go abroad or to other and greater universities, would then continue their study here and, in this further work, would get the most valuable year of their whole course. (4) Such of our post-graduates as are able to go to larger universities always carry the good name of Reserve abroad. They have been well trained, they have stood high wherever they have gone, they have contributed in no small degree to the reputation of their alma mater, as an institution of high standard and character. (5) Perhaps nothing else does so much to keep the teaching body of a university alive and alert as the presence of a number of earnest post-graduates. A class of such students brings a zest, interest, enthusiasm into an instructor's work, which the undergraduates alone do not and cannot inspire. The benefit to the teacher is, in this way, as great, perhaps, as to the student.

During the current year thirteen students, seven women and six men, have been enrolled. Three of these are graduates of Adelbert College and four of the College for Women, while six other institutions are also represented. Of these students ten are in their first year, two have returned for a second, and one for a third year. Twenty-seven instructors offered one hundred and twenty-three courses of study. There are eight candidates for the Master's degree at the coming commencement.

In the different departments instruction has been given as follows: In Biblical Literature to one student, in Biology to two, in Chemistry to three, in Economics to four, in English to three, in French to one, in Geology to one, in Greek to three, in History to one, in Latin to three, in Mathematics to one, in Music to one, in Philosophy to six, in Physics to one, in Spanish to one.

Respectfully submitted,

R. W. DEERING,  
Dean.



## REPORT OF THE DEAN OF THE MEDICAL COLLEGE.

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I have the honor of submitting to you the following report of the Department of Medicine for the academic year 1906-07.

The number of students in attendance, arranged in classes, is as follows:

Fourth year class.....	12
Third year class.....	28
Second year class.....	29
First year class.....	18
Special .....	4
<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>	
Total .....	91

Of the eighty-seven men regularly enrolled, sixty-seven have college degrees, and seven more expect to have degrees by the end of the year; making a total of seventy-four, or 85 per cent who are college graduates.

The following colleges and universities are represented in the student body: (Specials not included) Adelbert, Allegheny, Ashland, Bucknell, Gymnasium of Bruenn, Austria, Central, Denison, Findlay, Grove City, Hamilton, Indiana, Kansas, Kenyon, Keuka, Miami, Mt. Union, Muskingum, Oberlin, Ohio State, Ohio Wesleyan, Otterbein, Park, Purdue, Valparaiso, Wabash, Washington and Jefferson, Westminster, Wisconsin, Yale, and Gymnasium of Wladislavovo, Russia. Total, 30.

Students are in attendance from nine states: Indiana, Kansas, Massachusetts, Minnesota, New York, Ohio, Pennsylvania, South Dakota and West Virginia.

The amount of money collected from tuition is nearly \$10,000, a slight increase over the previous year.

During the preceding vacation, a considerable number of microscopes, drums and other apparatus for permanent equipment, were added, enabling the college to properly care for an increased number of students.

Of twelve men graduating last June, ten received hospital appointments and are now in service as resident physicians and surgeons. Of the other two, one went to Europe, for further study, and one died during the latter part of the vacation.

One of the most important events which has taken place in connection with the development of the Western Reserve Medical College has been the donation of the sum of \$100,000 each, by Colonel Payne and Mr. H. M. Hanna, for the purpose of building, equipping and endowing a laboratory of experimental medicine. Plans for such a building have already been drawn, and during the summer it is expected that a five-story building, for laboratory purposes, will be constructed. To assume the direction of this new department, the medical school has been fortunate in securing the services of Dr. George N. Stewart, formerly Professor of Physiology at Western Reserve, and at the present time head of the Department of Physiology at the University of Chicago. This gift makes a new departure in medical schools of the United States, and will go a long way towards placing this institution in the front rank among medical schools. It is believed that the work to be done here will cover a wide field of research, lying between that of pure science, as carried out in the various laboratories and practical, clinical medicine. This should prove most important and valuable.

Thus far in the development of the medical school, the entire income, from all sources, has been utilized for the development of the Laboratory Departments of the college. Considering the small amount of money which this

school has thus been able to expend, in the past few years, the college has done an admirable work in medical teaching, and has been able to make a very satisfactory reputation, as an institution of medical training. The Laboratory Departments of the institution have thus been well organized and very well manned for the work in hand. Excellent teaching in these departments has been performed, and a large amount of research work has been turned out by various men in the laboratories. A comparatively small increase in the amount of money, necessary to be expended to keep these departments in live and active work, will be necessary as time goes by. Some increase in the salaries of occupants of the chairs, with additional assistants from time to time, will be required. No large expenditure, however, in this direction, will be necessary in the immediate future.

The college now, however, faces a serious proposition in the necessity arising for the improvement of its clinical teaching. No money whatever has been expended in this direction since the reorganization of the school some years ago, and the Faculty is now alive to the fact that something must be done. We are all aware that, in the past few years, other institutions in the country with enlarged capital, increased hospital facilities, and the ability to call the best men from whatever field they may be found, have very materially modified the necessities, as well as the effectiveness of clinical teaching. Not only in the East and the West, but in our own state, the competition is becoming most active, among well organized medical schools, and the immediate future promises still more active competition. This school therefore, in order to make satisfactory progress, is face to face with the problem of taking into serious consideration, the reorganization of its clinical facilities, methods of teaching, and hospital opportunities and relations. The only fair way, however, to consider it, is from

the wide view of what will make for the largest upbuilding of the institution.

For the best and broadest development of the school organization, it should be divided into departments as somewhat outlined in the catalogue of the current year, as follows:

(1) The Department of Anatomy; to include Human Anatomy, Comparative Anatomy, Histology, Microscopical Anatomy, and Embryology.

(2) The Department of Physiology and Bio-Chemistry; to include Physiology, Physiological or Bio-Chemistry, and Organic Chemistry.

(3) The Department of Pathology and Preventive Medicine; to include Pathology, Preventive Medicine, Bacteriology, and Hygiene.

(4) The Department of Pharmacology and Therapeutics; to include Pharmacology, Materia Medica, Therapeutics, Pharmacy, Toxicology, Prescription Writing, and Applied Therapeutics.

(5) The Department of Medicine; to include Medicine and Clinical Medicine, with the various specialties of Pediatrics, Nervous Diseases, Dermatology, Syphilology and Experimental Medicine.

(6) The Department of Surgery; to include Surgery and Clinical Surgery, and the various specialties of Orthopedics, Genito-Urinary Diseases, Ophthalmology, Otology, Rhinology, Laryngology, and Experimental Surgery.

(7) The Department of Obstetrics; to include Obstetrics, and Gynecology.

(8) The Department of Administration.

Such an organization of the school would cover the entire field of medicine in its practical teaching relations, as well as in its administration facilities. For the proper carrying out of the detailed work of these various depart-

ments, paying moderate salaries for the teaching staff, and the necessary expenses for material and apparatus, would require an expenditure of from six to eight thousand dollars in the smaller departments, and from fifteen to twenty thousand dollars in the larger departments. In this scheme, the Department of Administration would cover the expenses necessary for administering the institution, the house cleaning, the building repairs, advertising, heat, light, power, etc. The expenses necessary, therefore, to put the institution on a high grade basis, would be in the neighborhood of from seventy-five to one-hundred thousand dollars per annum, in addition to the present income. This would mean the payment of salaries to clinical teachers as well as to laboratory teachers. Heretofore, the entire clinical teaching has been done gratuitously by the members of the Medical Faculty in these departments, and while it in a way serves to give fair instruction, it is impossible to make it accomplish for the institution what a paid service would accomplish, in the way of the more thorough training of the student, and in the matter of research work, which is a matter of the very greatest importance at the present time. In no other school of high grade, is it true that all clinical teaching is done without remuneration.

A vital point in this connection, is the relation of the college to the various hospitals, in affiliation with it where clinical instruction is given. The medical college has developed its laboratories with the means which it has had, directly under the control of the teaching body and the Board of Trustees of the University. This relation has enabled the college to call from other parts of the world, men who have been well trained in the subjects under consideration, so that new life and broad training have been introduced into the teaching body from time to time. The time has come in medical teaching, when the hospital must

be as much a part of the institution as is the laboratory, for the hospital should in reality, be the laboratory of the clinical departments, as much as is the present laboratory in the Department of Physiology or Anatomy. No medical college today, therefore, can attain its highest usefulness, or accomplish the best work either in the training of the medical student, or in research work, which does not possess its necessary hospital department, under the control of its own teaching and governing body. As at present organized, with its relations to the various hospitals, Western Reserve has been unable to call to its teaching body, any clinical man from outside of Cleveland, and give him a clinical post in any of the hospitals here. The Medical Faculty and the Trustees of the University do not have control of any clinical position in any hospital to an extent that would enable them to call a man, no matter how brilliant or how desirable, to a position in the school, in consequence of this defective relationship. One of the strong factors in the development of the Johns Hopkins University Medical School, has been the fact of its having an endowed hospital as a foundation for the development of its medical department, and this has been one of the strong reasons for its ability to progress with great rapidity during the past ten or fifteen years. It must be obvious to every one, that such institutions as Johns Hopkins, the University of Pennsylvania, Columbia, and such other institutions as have their own hospitals, are in a very much stronger position than any other school possibly can be. In the case of Western Reserve, therefore, there is no possibility of the institution making the growth or the reputation that it would, unless there can be developed in time, a closer relationship between the University and Lakeside Hospital or some other hospital with which it is, or may become in affiliation. Otherwise it will become a

necessity to organize hospitals directly under the control of the Board of Trustees and the Medical Faculty, which should, in fact, become the clinical laboratory of the Medical Department. In addition, there is the strong argument for a closer relationship between the hospital and the college, that the more scientific work and the more thorough work done in the hospital, redounds to the reputation, not only of the hospital, but of the college. Wherever the most scientific research work is done, wherever the hospital material is most carefully and thoroughly investigated, and wherever, a close relationship exists between the teaching body of the medical institution and its hospital, the widest reputation ensues for both the hospital and the school. With the hospital as a definite part of the organization of the university, whenever a vacancy occurs on the Medical Staff, or in the teaching body, the university has perfect liberty to call any man, from anywhere, whomsoever it may desire to have on its teaching body, the hospital wards becoming the laboratory for research and for instruction on the part of such clinical teacher. Such a hospital, with such a reputation as the teaching body of the character of the Western Reserve Medical College would give it, could not help attaining a wide field of usefulness. It would be able to obtain an abundance of clinical material for the purpose of teaching, and it would also become a very attractive institution for a private clientele, which would bring to it large financial returns.

Last autumn Dr. Powell, who has occupied the chair of Obstetrics for many years, gave notice to the Faculty that the current year would be his last year of regular lectures in the institution. This step on the part of Dr. Powell brings the school face to face with the problem of what shall be done with this department, in order to make its work effective. There are two ways which can be pursued,

but only one way which would be the large way and the right way to meet the question. The temporizing way would be to secure the services of some one or several men to do some work in teaching, carrying the work on with inefficient means, as has been done heretofore. This method will, however, in no way enhance the reputation of the institution, nor will it bring us, in any way, nearer to a solution of the problem which we now face. What should be done, is to secure for the head of this department, the best man who can be found to fill the position. Such a man should be broadly trained in a general way, as well as in a medical way. He should have had extensive experience and training in the pathology of such a line of work, and should have had some experience as a teacher, and have had much practical experience in research work. Such a teacher should be paid a salary of not less than two thousand or twenty-five hundred dollars to begin with, and he should be expected to devote his entire time to teaching, research work, and consultation practice. There should be organized for him a small Obstetrical Hospital, under the control of the Board of Trustees of the University, which hospital should be thoroughly equipped and possess a laboratory for the purpose of physiological and pathological research. In addition to such instruction, the services of men who are now doing practical clinical work in the institutions at the present time, could be utilized for the purpose of doing practical teaching, as it is impossible for a student to obtain too much information and practical experience in this field of medicine. Such a hospital properly organized and properly manned, would be a center about which a large amount of scientific research work would grow up, and would become enormously valuable to the community from the constant, well-grounded information which would come from such a place, necessarily improving



the work along this line, to the advantage of the entire profession.

In order to secure some data concerning the cost of caring for obstetrical material, and methods of work for such a possible institution, we have communicated with the heads of the departments of the following leading institutions of the country:

Columbia University, Cornell of New York, University of Pennsylvania, Jefferson at Philadelphia, Harvard University, Johns Hopkins University, Northwestern University of Chicago, the University of Toronto, and McGill University of Montreal.

In order to obtain as much information as possible, the following questions were asked of each of these institutions:

- (1) How many beds have you and how many patients per year?
- (2) What is the average cost per patient, per day?
- (3) What is the number of nurses necessary to care for the average number of patients in your wards; or in other wards, how many patients are usually assigned to each nurse?
- (4) What endowments have you and what are the other sources of income?
- (5) What charges are made (a) in private rooms, (b) in public wards?
- (6) What appropriations are made by the Trustees of your college towards defraying the expenses of the teaching work of your department?
- (7) Is your hospital directly under the control of the Trustees of your College, or is it an independent institution? If the latter, what are your privileges and clinical control, and is it satisfactory?

Replies have been received from the heads of all of these departments, most of them very suggestive and full. For our purpose, at present, however, it is unnecessary to give more than a brief summary of such information, as may be useful in giving a proper understanding of this question.

The number of beds vary from ten to fifteen, up to about one hundred and fifty at the Sloan Maternity in New York. The daily expenses per patient varies from in the neighborhood of one dollar to nearly three dollars, in different institutions. The number of patients per nurse, varies from one nurse to six, or up to twelve in the wards, while there is one nurse to every two to five private-room patients. The charges per week for ward patients varies from nothing to ten dollars per week. For private rooms the charges vary from ten to fifty dollars per week. In some institutions, an operating fee varying from five to twenty-five dollars, is charged. Some of the institutions are under the control of the medical college or university Board, while others are independent institutions. In the independent hospital, of course it is impossible for the medical college to call to such a hospital, the head of its department, in case of vacancy, except in exceptional circumstances.

Based upon what information we are able to secure, therefore, it would seem that the organization of a small hospital, of say twenty-five ward beds with fifteen or twenty private rooms, might be effected in this city, with the hope of having them practically filled with patients all the time. The total amount expense for carrying on such an institution should not exceed at most ten to twelve thousand dollars. We have no estimate of what the construction and equipment of such a hospital would cost. Such a hospital, however, should be organized under the control of the Trustees of the University, in order to have such a close

affiliation with the Medical Department, that in case of a vacancy in the Department of Obstetrics, a man from anywhere could be called, giving him the hospital as his field of labor. Just now there is great call for just such an institution, carrying on a high grade of scientific work, and there would be no question as to the filling of such an institution by a worthy class of charity patients, or by those able to pay a fair remuneration for services such as could be secured in private wards. Such a step at the present time, in this direction, would enable this university to at once put this most important department in practical medicine, upon a thoroughly sound and scientific basis, giving a high grade of teaching, which would redound greatly to our credit. It will also serve as a stimulant to the Department of Medicine and Surgery, with all other allied specialties, towards improving the teaching among these lines. Lakeside Hospital is now sending the members of its Nurses Training School, to New York for their experience and training in lying-in work, and no doubt this could be well provided for in such an institution, if organized in Cleveland.

It seems wise, therefore, in consideration of these conditions, that a committee should be appointed from the Board of Trustees and from the Medical Faculty, to take up the entire question of the improvement in clinical teaching, and particularly the question of the organization of an Obstetrical Hospital and the Department of Obstetrics at Western Reserve.

Very respectfully yours,

B. L. MILLIKIN.

Dean.

## REPORT OF THE DEAN OF THE FRANKLIN T. BACKUS LAW SCHOOL.

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The school year 1906-1907 was marked by no unusual incident. The enrollment was one hundred and thirty, being slightly in excess of that of the previous year, and is thus far the highest attendance of the school. There were forty-seven men holding college degrees from eighteen colleges and universities, and of the others, twenty had done three years, nine two years and six one year of college work. There were only two men in the school who were not qualified to matriculate as freshmen in Adelbert College.

The fact that there was not a greater increase in the attendance of the school is due in part at least to the fact that there has been a considerable falling off in the number of men taking up the study of law, as is shown by the large decrease in the number of law students registering with the clerk of the Supreme Court at Columbus.

Of the men who have had three years of college work before entering the law school a considerable portion were Adelbert seniors, and the work of these men during the past year was such as to have conclusively convinced us of the advisability of the arrangement whereby the college and law school work are combined. Some of the best men of our first year class were Adelbert seniors.

The passing grade was raised during the past year, and the effect of this action is shown by the more general sifting out of the weaker students at the mid-year examination than has ever been the case in previous years, and also by the higher grades earned by the men who continued the work throughout the entire year. We feel thoroughly satisfied that this action has very materially raised the general average of scholarship in the school.

The committee in charge of the work of raising funds necessary to pay off the debt of the school, we regret to say, have not yet succeeded in accomplishing their aim, but are still confident of ultimate success.

Respectfully Submitted,

EVAN H. HOPKINS, Dean.

## REPORT OF THE DEAN OF THE COLLEGE OF DENTISTRY.

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The past year has undoubtedly been one of the most pleasant and satisfactory in the history of this department.

The enrollment for the year 1906-07 was 74, as follows: Seniors 20; Juniors 25; Freshmen 29.

These students came from Ohio, Pennsylvania, New York, New Jersey, Michigan, California, and Indiana.

The Faculty has been reorganized and strengthened by the addition of experienced teachers trained in various Colleges; the course has been systematized and very much improved; and the most modern methods of manipulative and scientific operation taught; there being a merging of the desirable features of the practice of the East and the West in all clinical work, as well as in didactic instruction.

The relations of the different members of the Faculty between themselves, with the students, and between the latter, have been pleasant and harmonious.

Up to date the department has graduated 317, many of whom have achieved high honor in the profession. About one-third of those graduated, practice in or near Cleveland.

The Wilsonian Society, Delta Sigma Delta, and Psi-Omega are organizations connected with the College; each of which labors for the welfare of the students in its respective channel.

Five students have already matriculated for the ensuing year, thus auguring well for a numerically successful term.

The clinic has grown to an abundance beyond the requirements of the students; a generally desirable wish-dream, though unique feature in a dental college. This places

the graduates of Western Reserve University College of Dentistry at a considerable advantage; insuring, as it does, that their professional knowledge and ability is based on actual experience and a practical, (not simply a theoretical), foundation, and that their manipulative power and manual dexterity has been acquired as a result of practice at their art under natural conditions.

The operatory and laboratories are open from 9:30 a. m. to 4:30 p. m., a total of 42 hours per week, during which time actual clinical work is being performed in the mouth under conditions similar to those prevalent in actual practice.

It would be a grand and desirable thing for our University and also the progress of our city as a great and varied educational center, which it is fast becoming, as well as a great boon to many of its poor and unfortunate, if the College of Dentistry could have a building more suitable to its needs, the growing demands of the times, and the remarkable progress of dentistry in all branches. The present building is a handicap which should be removed; yet, notwithstanding this drawback, the graduates of this school have no superiors. A new roomy well lighted building, together with our good equipment, would add largely to our prestige and usefulness in making better dentists, as well as being a boon to the community at large, and prove an especial blessing to those too poor to pay the charges of regular practitioners, no matter how moderate they may be. The building of dental colleges and dental hospitals is a branch of charity long neglected which is now being financially recognized in Great Britain.

In the reorganization of the Faculty, the following new teachers were secured: Dr. H. Edmund Friesell was appointed professor of Operative Dentistry and Dental Pathology; Dr. Thomas J. McLernon, Professor of Clin-

ical Dentistry, Bacteriology. Operative Technics, and Dental Anatomy; Dr. E. E. Belford, Professor of Prosthetic Dentistry, Crown and Bridge Work, and Histology; Dr. John W. Van Doorn, Professor of Materia Medica and Therapeutics; Dr. Henry T. Sanford, Professor Oral Surgery; Dr. Alfred I. Ludlow, Professor of General Pathology; Dr. Ralph W. Elliott, Professor of Anatomy and Osteology; Dr. F. C. Curtis, Professor of Chemistry; Dr. Walter C. Hill, Lecturer on Radiography; and Drs. Wm. B. Gerow and L. Howard Simpkins, Demonstrators of Operative Dentistry.

We regret very much that increasing profession duty has caused the recent resignation of Dr. Henry Lovejoy Ambler from the Deanship of this department; a position which he adorned and occupied with dignity and prestige to the school, for so many years.

Respectfully submitted,

T. J. McLERNON,

Dean.

## REPORT OF THE DEAN OF THE LIBRARY SCHOOL.

The Library School opened its third year with a Junior class of 14 regular students and 35 special students.

There have been eight withdrawals from the class on account of ill health or to take positions.

Course.	No.	Subjects.	STUDENTS.		Total
			Regular.	Special.	
Bibliographic	1	Reference work . . . . .	14	12	26
"	2	Trade and National Bibli-			
		ography . . . . .	14	5	19
"	1	General and special . . . .	12	3	15
"	1	Selection of books . . . . .	14	16	30
"	1	History of the printed			
		book . . . . .	13	2	13
Technical . . . .	1	Classification . . . . .	14	7	21
"	1	Cataloging . . . . .	14	7	21
"	1	Subject headings . . . . .	14	6	20
"	1	Public documents . . . . .	14	4	18
"	1	Loan work . . . . .	14	5	19
"	1	Library records . . . . .	14	9	23
"	1	Bookbinding and repair .	14	7	21
Administration 1-4a		Library organization . . . .	14	3	17
"	5a	Library publications . . . .	14	..	14
"	1-3	Library history and legis-			
		lation . . . . .	14	1	15
"		Assistance to readers . . . .	12	..	12
"	1	Work with children . . . . .	12	7	19
"	1-3	Miscellaneous . . . . .	14	..	13
"	1,	Practical work . . . . .	14	6	20

Of a total number who entered the school (49), 16 hold degrees; 26 have had one or more years' of college training and 38 had had library experience.



The schools represented are as follows:

Vassar College .....	2
Oberlin College .....	2
Simmons College .....	1
Simpson College .....	1
College for Women, W. R. U.....	7
Hiram College .....	1
Smith College .....	1
Ohio Wesleyan College .....	2
Mt. Union College .....	1
Ursuline Academy .....	1
Columbia University .....	1
Ohio State University .....	1
George Washington University .....	1
Miami University .....	1
University of Cincinnati .....	1
University of Minnesota .....	1
Baldwin University .....	1

46 students come from Ohio, 1 from New York, 1 from Iowa, and 1 from the District of Columbia.

Instruction has been carried on by a teaching force of three instructors giving full time, six others giving systematic courses and two others a few lectures. In addition five courses of from two to four lectures have been given during the year by five non-resident lecturers, and informal addresses were made during the year by several visiting librarians. This instruction has been accompanied by observation and practical work in the Hatch Library and the Cleveland Public Library branches and stations.

During the Easter recess a party of the students visited the libraries of Pittsburg. The party was conducted by Miss Whittlesey.

The conditions and needs as to funds and equipment remain about the same as last year.

Respectfully submitted,

W. H. BRETT.

Dean.

REPORT OF THE LIBRARIAN OF ADELBERT  
COLLEGE:

On October 12, 1906, the Library Committee, in its annual meeting, apportioned the \$3,000 then in the hands of the treasurer as follows: Binding, \$350; Biology, \$150; Chemistry, \$50; Economics, \$150; English, \$250; Geology, \$150; German, \$200; Greek, \$150; History, \$250; Latin, \$150; Library Committee Fund, \$650; Philosophy, \$200; Physics, \$100; Romance Languages, \$200.

At a meeting of the committee held on February 8, 1907, the chairman reported that \$520 had been turned into the general library fund from the funds of the Department of Sociology, to offset a similar sum spent in past years by various departments for sociological books; and \$225 turned over by the Department of Political Science to offset a like sum spent by other departments for books in the field of political science. From these sums, amounting to \$745, the following apportionments were made: Chemistry, \$50; Philosophy, \$50; English, \$200, to be spent for much needed works in American literature. The sum of \$49.03 was transferred from general library funds to reimburse the Department of Greek for a like amount spent for translations of classical authors. In 1905-6 and 1906-7 two sums of \$90 each, philosophical prize money not drawn upon in those years, was turned over to the Department of Philosophy for the purchase of books.

The work of the past year demonstrates most forcibly the need of additional shelf space in the library. This need may be met temporarily by the installation of a glass or iron floor in the main stack, and the building of small galleries in the office and history stack. This will make available *nearly nine hundred* shelves which are now practically

useless except for purposes of storage. The capacity of these shelves is from 20,000 to 24,000 volumes. It is unfortunate that so large a part of our shelving should be useless for ordinary library purposes through the lack of a proper means of approach. Every visiting library expert comments unfavorably upon the present arrangement. If steps are not taken to render our existing equipment more serviceable we shall have to face the problem of the enlargement of the present structure. Under the best conditions the building, as it stands, will suffice for our needs for but a few years longer. Since the opening of Hatch Library the collection of books has almost doubled in number.

For the past two or three years much time has been consumed in shifting books and sets from place to place, and in the gradual relegation of the little-used larger sets to the less accessible and convenient shelving. The labor involved in such shifting about is considerable, and the necessity for it is doubly harassing in view of the inadequacy of our small library force, and the more useful tasks at which it might be employed. In this moving about the reference room has been taxed to its utmost capacity. A new floor-case of wood—the third within two years—has been set up, increasing the capacity of the room by 3,500 volumes. All of these new cases are full, and in another year we shall have to meet again the ever-recurring demand for additional shelving. Many of our serials need six inches or more of shelf space to accommodate a single year's increase. Two feet of shelving are needed to hold the volumes of the Congressional Record covering a single session. The library pays for more than 200 serials, annuals and society publications, and receives about 100 more as gifts and exchanges, leaving out of the count catalogues and annual publications of colleges and universities.

To relieve the congested condition of the stacks and seminars several important sets, indexed in the A. L. A. Index to General Literature, have been placed in the reference room. Among these are the Columbia University Studies in History, Economics and Public Law, the American Historical Association Publications, the Annual Reports of the U. S. Commissioner of Education, the Bulletins of the U. S. Labor Bureau, the Proceedings of the National Conference for Good City Government and the Proceedings of the National Educational Association. The following periodicals were removed from the Philosophy Seminar to the reference room: American Anthropologist, American Antiquarian, American Journal of Psychology, International Journal of Ethics, Journal of Speculative Philosophy, Journal of the Anthropological Institute of Great Britain and Ireland, Mind, The Monist, Open Court, Philosophical Review and Psychological Review. This brings all of our Poole sets together in one alphabetical series.

A substantial addition to our equipment is a handsome Library Bureau 126-tray catalogue case, with a capacity of 150,000 cards. This will provide for the increase in the catalogue for some years to come. As part of the payment on this case two of our old cases were traded in, and the two largest and most modern cases kept for the shelf-list. It is with great pleasure that we look forward to the possibility of shelflisting some of the older books which we have hitherto been unable to record in this way. A large part of this work, it is hoped, may be done during the summer of 1907, with the assistance of members of this year's library school class. In the summer of 1906 the new and old catalogues were consolidated, and such revision of the cards made as was possible in the short time at our disposal. It was found necessary to file all subject cards in a separate alphabet.

Miss Mary Wallis, of last year's class in the library school, who began the school year as catalogue and reference assistant, was called to a position in the Department of Legislative Reference of the City of Baltimore, leaving us during the Christmas recess. Her position has been filled temporarily by the appointment of Miss Flora Spengler.

Statistics of additions are as follows:

	Books.	Pamphlets.
By gift .....	468	901
By purchase .....	927	
By exchange .....	88	
	<hr/>	
	1,483	
Volumes in library May 1, 1906.....	53,020	
	<hr/>	
Total, May 1, 1907.....	54,503	

This number includes the Kirtland Collection of 2,160 volumes, deposited in the Biological Laboratory, but is exclusive of duplicates, unbound volumes of periodicals, and several thousand college catalogues, not entered in the accessions-book. During the year there were 176 volumes of duplicates and five unbound volumes of periodicals received as gifts, in addition to those recorded above. We have more than 2,000 volumes of duplicates available for sale or exchange. Our pamphlet collection numbers approximately 12,500.

Following are comparative figures for the past twelve years:

Year.	Gift and Exchange.	Volumes Purchased.	Total.
1895-96	769	714	1,483
1896-97	1,298	1,445	2,743
1897-98	605	679	1,284
1898-99	713	916	1,629
1899-00	227	1,522	1,749
1900-01	2,684*	2,778	5,462
1901-02	478	1,705	2,183
1902-03	489	1,050	1,539
1903-04	301	1,344	1,645
1904-05	385	2,091	2,476
1905-06	516	1,490	2,006
1906-07	556	927	1,483
	9,021	16,661	25,682

\* Includes the Kirtland Collection.

Following is a list of donors of books and pamphlets:

Aberdeen University.	Andover Theological Seminary.
Adams, Charles Francis.	Angell, Mrs. E. A.
Alabama—Geological Survey.	Antioch College.
Alabama, University of.	Arbuthnot, C. C.
Alfred University.	Argentine Republic—Universidad Nacional de La Plata.
Allegheny College.	Armour Institute of Technology.
American Academy of Medicine.	Asheville School.
American Academy of Political & Social Science.	Associated Harvard Clubs.
American Board of Commissioners for Foreign Missions.	Association of American Medical Colleges.
American Humane Educational Society.	Association of Colleges & Preparatory Schools of the Southern States.
American Institute of Social Service.	Association of Collegiate Alumnae.
American Library Association.	Athens (Greece)—National University.
American Lumberman.	Atlanta University.
American Marathi Mission.	Auburn Theological Seminary.
American Museum of Natural History.	Baker, Leigh K.
American Peace Society.	Baker University.
American Protective Tariff League.	Balch, E. S.
Americus (Georgia)—School Board.	Baltimore Woman's College.
Amherst College.	Bandelier, Adolph F.
Anderson, Winslow.	Bates College.
	Baylor University.

- Bellevue College.  
 Benton, E. J.  
 Berger, E. W.  
 Berkeley Divinity School.  
 Berlin—Handelshochschule.  
 Bethany College.  
 Bill, C. P.  
 Blake, Mrs. M. G.  
 Bordeaux, Université de.  
 Boston—Board of Overseers of the Poor.  
 Boston Book Co.  
 Boston—Public Library.  
 Boulanger, Em.  
 Bourland, B. P.  
 Bourne, E. G.  
 Bowdoin College.  
 Bradley Polytechnic Institute.  
 Brigham Young College.  
 Brotherhood of St. Philip.  
 Brown, L. D.  
 Brown University.  
 Bryn Mawr College.  
 Butchel College.  
 Bucknell University.  
 Buenos Aires—Universidad.  
 Burton, Theodore E.  
 California, University of.  
 Cambridge Episcopal Theological School.  
 Canada—Geological Survey.  
 Canada—Immigration Department.  
 Canisius College, Buffalo.  
 Carnegie, Andrew.  
 Carnegie Foundation for the Advancement of Teaching.  
 Carnegie Institution of Washington.  
 Carnegie Technical Schools, Pittsburgh.  
 Carthage College.  
 Chesnutt, Charles W.  
 Chicago Commercial Association.  
 Chicago Theological Seminary.  
 Chicago, University of.  
 Chile, Universidad de.  
 Cincinnati, University of.  
 City College Quarterly Association.  
 Clark University, Worcester.  
 Clarkson Memorial School of Technology.  
 Clemson Agricultural College of South Carolina.  
 Cleveland Associated Charities.  
 Cleveland—Board of Education.  
 Cleveland Chamber of Commerce.  
 Cleveland Educational Commission.  
 Cleveland—Public Library.  
 Clews, Henry.  
 Colby College.  
 Coleman, J. M.  
 Colgate University.  
 College Entrance Examination Board.  
 Köln—Städtische Handels-Hochschule.  
 Colorado College & Cutler Academy.  
 Colorado School of Forestry.  
 Colorado School of Mines.  
 Colorado, University of.  
 Columbia University.  
 Commonwealth Club.  
 Congregational Association of Ohio.  
 Congregational Educational Society.  
 Consulat de l'Etat Independent du Congo.  
 Cornell College (Iowa).  
 Cornell University.  
 Cox, E. L.  
 Creighton University.  
 Cumberland University.  
 Curtis, M. M.  
 Curtis, W. E.  
 Cushing, H. P.  
 Danton, G. H.  
 Dartmouth College.  
 Davos Public Interests Association.  
 Defiance College.  
 Delaware College.  
 Depauw University.  
 Detroit College.  
 District of Columbia—Public Library.  
 Drake University.  
 Drew Theological Seminary.  
 Dulles, Charles W.  
 Egypt Exploration Fund.  
 Emerson, O. F.

- Fairlie, John A.  
 Fessenden School, West Newton,  
 Mass.  
 Finance Publishing Co.  
 Findlay College.  
 Fisk University.  
 Foraker, J. B.  
 Fordham College High School.  
 Fordham University.  
 Fowler, H. N.  
 Franklin College.  
 Franklin & Marshall College.  
 George Washington University.  
 Georgetown University.  
 Germany—Bibliothek des Reichs-  
 tages.  
 Grant University.  
 Green, Samuel A.  
 Gruener, H.  
 Gustavus Adolphus College.  
 Hamline University.  
 Hampton Normal & Agricultural  
 Institute.  
 Hanna, Mrs. M. A.  
 Hardin College.  
 Haring, H. A.  
 Harris, Charles.  
 Hartford Theological Seminary.  
 Harvard University.  
 Harvard University—Jefferson  
 Physical Laboratory.  
 Haverford College.  
 Hebrew Technical Institute.  
 Hebrew Union College.  
 Heidelberg University, Tiffin.  
 Herrick, F. H.  
 Hierseman, K. W.  
 Hills, Thomas.  
 Hillsdale College.  
 Hiram College.  
 Hobart College.  
 Hochschul-Nachrichten.  
 Hunt, Clara W.  
 Illinois—Bureau of Labor Statis-  
 tics.  
 Illinois, University of.  
 Illinois Wesleyan University.  
 Indiana—Board of State Char-  
 ities.  
 International Bureau of American  
 Republics.  
 Iowa College.  
 Iowa—Geological Survey.  
 Iowa, State University of.  
 Janet, Charles.  
 John B. Stetson University.  
 John Crerar Library.  
 Johns Hopkins University.  
 Jonghe, Edouard de.  
 Justice, Theodore.  
 Kansas State Normal School.  
 Kansas, University of.  
 Kansas Wesleyan University.  
 Kellogg Public Library, Green  
 Bay, Wis.  
 Kentucky, University of.  
 Kenyon College.  
 Knox College.  
 Kyoto Imperial University.  
 Lake Erie College.  
 Lake Forest University.  
 Lake Mohonk Conference on In-  
 ternational Arbitration.  
 Lane Theological Seminary.  
 Lawrence University.  
 Lee, Ivy L.  
 Lehigh University.  
 Leipzig, Universität von.  
 Leland Stanford Junior Univer-  
 sity.  
 Lewis Institute, Chicago.  
 Lima College.  
 Lohmeyer, E.  
 Louisiana—Geological Survey.  
 Louisiana State University.  
 Louisville College of Dentistry.  
 Louisville—Free Public Library.  
 Louisville National Medical Col-  
 lege.  
 Lowell Observatory.  
 McCormick Theological Semi-  
 nary.  
 McGill University.  
 Maine—Bureau of Industrial Sta-  
 tistics.  
 Marietta College.  
 Maryland—Geological Survey.  
 Massachusetts (State).  
 Massachusetts—Bureau of Statis-  
 tics of Labor.  
 Massachusetts Institute of Tech-  
 nology.



- Massachusetts—State Board of Arbitration.  
 Mather, Mrs. Samuel.  
 Mead, Charles.  
 Mercer University.  
 Merchants' Association of New York.  
 Metzenbaum, Myron.  
 Miami University.  
 Michigan Academy of Science.  
 Michigan College of Medicine & Surgery.  
 Michigan College of Mines.  
 Michigan—Geological Survey.  
 Michigan Schoolmasters Club.  
 Michigan State Agricultural College.  
 Michigan—State Library.  
 Michigan, University of.  
 Middlebury College.  
 Mills, Wesley.  
 Mills College & Seminary.  
 Milton College.  
 Minneapolis—Public Library.  
 Minnesota—Geological Survey.  
 Minnesota, University of.  
 Missouri—Geological Survey.  
 Missouri, University of.  
 Missouri Valley College.  
 Mitchell, S. Wier.  
 Montana, University of.  
 Moore, A. W.  
 Mount Holyoke College.  
 Mount Union College.  
 Muhlenberg College.  
 Nabuco, Joaquim.  
 Nashville, University of.  
 National Association of Dental Faculties.  
 National Civil Service Reform League.  
 National Educational Association.  
 National Indian Association.  
 Nebraska—Bureau of Labor Statistics.  
 Nebraska, University of.  
 Nebraska, University of—Lincoln Dental College.  
 Nevada (State).  
 New Jersey—Geological Survey.  
 New Mexico, University of.  
 New York (State).  
 New York Baptist Union for Ministerial Education.  
 New York, Chamber of Commerce of the State of.  
 New York, College of the City of.  
 New York—Labor Department.  
 New York Latin Club.  
 New York School of Philanthropy.  
 New York University.  
 New York, University of the State of.  
 New York University Club.  
 New Zealand—Department of Tourist & Health Resorts.  
 Newton Theological Institution.  
 North Carolina, University of.  
 Northwestern University.  
 Northwestern University—Academy.  
 Norton, E. L.  
 Notre Dame, University of.  
 Oberlin College.  
 Ohio (state).  
 Ohio Archaeological & Historical Society.  
 Ohio—Board of State Charities.  
 Ohio—Bureau of Labor Statistics.  
 Ohio College Association.  
 Ohio—Dairy & Food Commissioner.  
 Ohio—Geological Survey.  
 Ohio Medical University.  
 Ohio—Normal School Commission.  
 Ohio Normal University.  
 Ohio—School Commissioner.  
 Ohio—State Library.  
 Ohio State University.  
 Ohio University.  
 Olivet College.  
 Order of the Golden Age.  
 Oregon, University of.  
 Orr, Charles.  
 Otterbein University.  
 Paris, Académie de.  
 Paris, Université de.  
 Paxson, Frederic L.  
 Pennsylvania College for Women.  
 Pennsylvania Prison Society.  
 Pennsylvania, University of.

- Pennsylvania, Western University  
 of  
 Penton Publishing Co.  
 Philadelphia School for Nurses  
 Philippine Civil Service Board  
 Phillips Academy, Andover  
 Phillips Exeter Academy  
 Physio-Medical College, Indianap-  
 olis  
 Platner, S. B.  
 Pollock, James B.  
 Polytechnic Institute of Brooklyn  
 Pomona College  
 Pope, P. M.  
 Portugal—Direcção Geral de In-  
 strução Publica  
 Potwin, L. S.  
 Pratt Institute  
 Prentiss, C. W.  
 Presbyterian College of South  
 Carolina  
 Princeton Theological Seminary  
 Princeton University  
 Providence—Public Library  
 Purdue University  
 Queen's College & University  
 Queen's University—School of  
 Mining  
 Reserve Weekly Board  
 Rhode Island Normal School  
 Rhodes, James F.  
 Ripon College  
 Rochester Theological Seminary  
 Rochester, University of  
 Rockford College  
 Rollins College  
 Rosengarten, J. G.  
 Rostock, Landes-Universität von  
 Rutgers College  
 St. Andrews University (Scot-  
 land)  
 St. Benedict's College  
 St. Charles College  
 St. Ignatius College, Chicago  
 St. Ignatius College, Cleveland  
 St. John's College, Shanghai  
 St. Lawrence University, Canton,  
 N. Y.  
 St. Louis University  
 St. Vincent's College  
 Seattle—Public Library  
 Servian University, Belgrade  
 Severance, A. D.  
 Severance, L. H.  
 Sheerin, Rev. James  
 Simmons College, Abilene, Texas  
 Simmons College, Boston  
 Simplified Spelling Board  
 Slayden, James L.  
 Smith College  
 Smithsonian Institution  
 Somerville—Public Library  
 Sons of the American Revolution  
 South Dakota, University of  
 Sprague, Charles E.  
 Springfield (Ohio)—Public  
 Schools  
 Springfield (Mass.)—School Com-  
 mission  
 Stechert, G. E., & Co.  
 Still College  
 Storrs Agricultural Experiment  
 Station  
 Street, Thomas A.  
 Strickler, W. M.  
 Swarthmore College  
 Syracuse University  
 Tabor College & Academy  
 Texas, University of  
 Thompson, Slason  
 Thwing, Charles F.  
 Tower, O. F.  
 Tufts College  
 Tuskegee Normal & Industrial In-  
 stitute  
 Union Pacific Railroad Co.  
 Union Theological Seminary  
 Union University  
 United States Government  
 United Trades & Labor Council,  
 Cleveland  
 University Club, Cleveland  
 University School, Cleveland  
 Ursinus College  
 Uruguay—Dirección general de  
 Estadística  
 Vanderbilt University  
 Vassar College  
 Vermont—Geological Survey  
 Vlachos, N. P.  
 Wabash College  
 Washburn College

Washington University	Willcox, O. W.
Washington University Club	Williams, E. C.
Waters, Miss Caroline E.	Williams, Henry G.
Wellesley College	Williams College
Wells College	Williamson, C. C.
Wesleyan University	Wilson, H. W.
West Virginia University	Wisconsin—Free Library Com-
Western Reserve University—	mission
Adelbert College	Wisconsin, University of
Western Reserve University-Col-	Wood, Henry
lege for Women	Woodbury, Miss Josephine C.
Westfield Congregational Church	Yale Astronomical Observatory
Westminster College	Yale University
White, John G.	Y. M. C. A. of Ohio
Whitman College	Y. W. C. A. of Cleveland
Wilberforce University	

In addition to the formal acknowledgment conveyed in the list of donors above, we have pleasure in recording our special appreciation of the gifts of the Hon. T. E. Burton. Two of his gifts, in particular, are worthy of mention, the Journal of the Congress of the Confederate States of America, 1861-1865, 4 volumes, and Moore's Digest of International Law, 8 volumes. To Mrs. Samuel Mather, President Thwing, and Professors Bourland, Cushing, Fowler and Tower, we owe thanks for periodicals received regularly during the year, and to Professor Emerson for the loan of his set of the School Review. A loyal alumnus, William E. Curtis, class of '71, has been helpful in many ways. A unique gift, worthy of record, is that of six fragments of papyri, found at Oxyrhynchus and Hibeh, and presented to the library by the Egypt Exploration Fund.

Following are some of the year's accessions:

*Sociology, economics, political science and law*—Kirkbride & Sterrett—Modern trust company; Reeve—Cost of competition; Davidson—Education of the wage-earners; Conant—Principles of money & banking, 2 volumes; Carlyle—History of mediæval political theory in the west (as published); Commons—Trade unionism & labor problems;

Hollander & Barnett—Studies in American trade unionism; Mackinnon—History of modern liberty, 2 volumes; Meyer—Municipal ownership in Great Britain; Mantoux—La révolution industrielle au 18me siècle; Thompson—Housing handbook; Hirst—Monopolies, trusts & kartells; Penty—Restoration of the gild system; Wells—Recent economic changes; DuBois—Souls of black folk; Johnson—Ocean & inland water transportation; Freund—Legal nature of corporations; Laughlin—Industrial America; Shadwell—Industrial efficiency, 2 volumes; Fisher—Nature of capital & income; Wyman—Cases on restraint of trade, 4 volumes; Anson—Law & custom of the constitution; Webb—Economics of railway construction; Fairlie—Local government in counties, towns & villages; Leacock—Elements of political science; Holls—Peace conference at the Hague; Dawson—The German workman; Hall—Immigration; Porritt—The unreformed House of Commons, 2 volumes; Prentice—History of the anti-corn law league, 2 volumes; Gooch—Annals of politics & culture; Howe—The city; Moore—Digest of international law, 8 volumes; Hendrick—Power to regulate corporations & commerce; Horack—Organization & control of corporations; Price—English patents of monopoly; Wolfe—Lodging house problem in Boston; Ross—Foundations of sociology; Zeublin—Decade of civic development; Prentice—Federal power over carriers & corporations; Kelley—Some ethical gains through legislation; Thomas—Sex & society.

*English*—Milton—Poems, ed. Browne, 2 volumes; C. G. Rossetti—Poetical works; Napier—Old English glosses; Asser—Life of King Alfred, ed. Stevenson; Greene—Plays & poems, ed. Collins, 2 volumes; Wratislaw & Monks-hood—Swinburne; Pollard—English miracle plays; Evans—Old ballads, 4 volumes; Elze—Notes on Elizabethan dramatists; Bailey—Festus; Sophia Lee—Canterbury tales;

Le Fanu—Room in the Dragon Volant; Cynewulf—Elene, ed. Holthausen; Hirst—Grammar of the dialect of Kendal; Jespersen—Growth & structure of the English language; Keller—Anglo-Saxon weapon names; Morris—Austral English; Cowper—Correspondence, ed. Wright, 4 volumes; Herbert—English works, ed. Palmer, 3 volumes; Saintsbury—History of English prosody (as published); Collins—Studies in poetry & criticism; Cowper—Poems, ed. Bailey; Elyot—Boke named The Governour, ed. Croft, 2 volumes; Aphra Behn—Novels, ed. Baker; Hutton—Burford papers; Birrell—Andrew Marvell; Benson—Edward Fitzgerald; Russell—Sydney Smith; Gwynn—Thomas Moore; Gosse—Sir Thomas Browne; Hardy—Wessex Tales; Fowler—King's English; Mims—Sidney Lanier; Perry—Walt Whitman; American Men of Letters Series, 9 volumes; Early English Text Society Publications, Chaucer Society Publications, and Scottish Text Society Publications (as published). The department is receiving regularly Studien zur englischen Philologie, Bonner Beiträge zur Anglistik, and Bang's Materialien zur Kunde des älteren englischen Dramas.

*Philosophy and Religion*—Kantstudien, vol. 4-10; Wundt, ed.—Psychologische Studien (as published); Zeitschrift für Philosophie und philosophische Kritik, vol. 62-97; Lewis Carroll—Game of logic; Baldwin—Thought & things; Fullerton—Introduction to philosophy; Münsterberg—Science & idealism; Deussen—Philosophy of the Upanishads; Farnell—Evolution of religion; Abbot—Syllogistic philosophy, 2 volumes; Benn—History of English rationalism, 2 volumes; Duncan—New knowledge; Hegel—Religionsphilosophie; Dorner—Grundriss der Religionsphilosophie; Pfeiderer—Religion und religionen; Bender—Das Wesen der Religion; Bergmann—Untersuchung über Hauptpunkte der Philosophie; Cathrein—Moralphilosophie,

2 volumes; Dühring—Kritische Geschichte der Philosophie; Fouillée—Histoire de la philosophie; Fouillée—Moralisme de Kant; Gutberlet—Logik und Erkenntnisstheorie; Hahn—Alter der wirthschaftlichen Kultur; Marshall—Lectures on the Darwinian theory; Mucke—Problem der Völkerverwandschaft; Münsterberg—Psychology & life; Reinke—Welt als That; Spinoza—Ethic, trans. by White & Sterling; Uphues—Kant und seine Vorgänger; Baumann—Deutsche und ausserdeutsche Philosophie der letzten Jahrzehnte; Congrès international de philosophie—Rapports et comptes rendus, 1905; Fouillée—Éléments sociologiques de la morale; Höfler—Grundlehren der Logik und Psychologie; Payot—L'éducation de la volonté; Prat—Caractère empirique; Elsenhans—Wesen und Entstehung des Gewissens; Matteuzzi—Facteurs de l'évolution des peuples; Cousin—Philosophie de Locke; Barratt—Physical ethics; Richmond—Essay on personality; Löher—Beiträge zur Geschichte der Völkerkunde; Monteil—Freethinker's catechism; Fechner—On life after death; Aikins—Principles of logic; Ribot—Essay on the creative imagination; Hobhouse—Morals in evolution, 2 volumes; Sugiura—Hindu logic; Pratt—Philosophy of religious belief; Rogers—Religious conception of the world; Haldane—Descartes; Venn—Symbolic logic; Morgan—Theology at the dawn of the 20th century; Jordan—Comparative religion.

*History*—Hardyng—Chronicle; Villari—Barbarian invasions of Italy, 2 volumes; Green—Town life in the 15th century, 2 volumes; Oman—History of England (as published); Vaublanc—La France au temps des croisades, 4 volumes; Molinier—L'inquisition; Below—Das ältere deutsche Städtewesen & Bürgerthum; Stephens & Hunt—History of the English church, 7 volumes; Pollard—Henry the Eighth; Lea—History of the inquisition of Spain (as published); Fuller—Purchase of Florida; Hill—History of

the diplomacy of Europe (as published); Journal of the Congress of the Confederate States of America, 7 volumes; Mitre—Emancipation of South America; Rhodes—History of the United States from the compromise of 1850, (the concluding volumes); Hart—American nation (volumes as published).

*Classical*—Lucian—Works, trans. by Fowler, 4 volumes; Plutarch—Lives, ed. by Clough, 5 volumes; Epictetus—Works, trans. by Higginson, 2 volumes; Lawton—Successors to Homer; Archimedes—Opera omnia, ed. Heiberg, 3 volumes; Aristotle—Politeia Athenaion, ed. Blass; Diels—Poetarum philosophorum fragmenta; Dittenberger—Orientis græci inscriptiones selectae, 2 volumes; Eratosthenes—Catasterismorum reliquiae, ed. Robert; Isaeus—Orationes, ed. Thalhëim; Oracula Sibyllina, ed. Geffcken; Orphica, ed. Abel; Parmenides, ed. Diels; Pomtow—Poetae lyrici græci minores; Porphyrius—Opuscula selecta, ed. Nauck; Xenophon—Cynægeticus, ed. Pierleoni; Zosimus—Historia nova, ed. Mendelssohn; Lucilius—Carminum reliquiae, ed. Marx; Schulze—Zur Geschichte lateinischer Eigennamen; Preuss—Index Isocrateus; van Herwerden—Lexicon graecum suppletorium & dialecticum; Wilamowitz-Möllendorff—Die griechische & lateinische Literatur & Sprache; Demosthenes—Orations, trans. by Kennedy, 5 volumes; Dionysius Halicarnassensis—Three literary letters, trans. by Roberts; Hesiod, Callimachus & Theognis, trans. by Banks; Bacchylides, trans. by Poste; Aristophanes—Comedies, ed. & trans. by Rogers (as published); Apollonius Rhodius—Argonautica, trans. by Coleridge; Isocrates—Orations, trans. by Freese; Pindar—Five odes, trans. by Paton; Pindar—Odes, trans. by Turner; Sappho, ed. & trans. by Wharton; Theocritus, Bion & Moschus, trans. by Lang; Thucydides, trans. by Jowett, 2

volumes; Xenophon—Works, trans. by Dakyns, 3 volumes; Heliodorus—Aethiopian history, trans. by Underdowne.

*Physics*—Johnson—Theoretical mechanics; Nichols & Franklin—Elements of physics; Helmholtz—Vorlesungen über theoretische Physik (as published); Moyer—Descriptive geometry; Lanza—Applied mechanics; Jackson—Text-book on electro-magnetism; Whetham—Theory of experimental electricity; Schwamb & Merrill—Elements of mechanism; Church—Notes & examples in mechanics; Church—Mechanics of engineering; Miller—Laboratory physics; Wright—Elements of mechanics.

*Romance languages*—Lavedan—Le duel; Lavedan & Lenotre—Varennnes; Lavedan—Le vieux marcheur; Bruant—Dans la rue, 2 volumes; Jean le Seneschal—Les cent ballades; Bibliophile Jacob, ed.—Paris ridicule au 17me siècle; Mirbeau—Les affaires sont les affaires; Banville—Sonnailles & clochettes; Banville—L'âme de Paris; Banville—Les exilés; Vadé—Oeuvres; Restif de la Bretonne—Les contemporaines, 3 volumes; Maurepas—Recueil dit de Maurepas, 6 volumes; Alarcon—Poesias; Pellicer—Tratado historico sobre el origen... de la comedia, 2 volumes; Cervantes—Teatro completo, 3 volumes; Cervantes—Novelas ejemplares; Alonso de Vega—Tres comedias; Degano—Ortología clasica de la lengua castellana; Menéndez Pidal—Leyendas del ultimo rey godo; Petrarca—Opera, 1581. 4 volumes; Boccaccio—Il corbaccio; Harris—Spiritual sense of Dante's Divina commedia; Meyer-Lübke—Einführung in das Studium der romanischen Sprachwissenschaft; Pușcariu—Etymologisches wörterbuch der rumänischen sprache; Tiktin—Rumänisches Elementarbuch; Schultz-Gora—Altprovenzalisches Elementarbuch; Wiese—Altitalienisches Elementarbuch.

*Bibliography and Reference Works*—Deinhardt & Schlomann—Technical dictionaries (as published); Phar-



macopœia of the United States, last edition; Heilprin—Lippincott's complete pronouncing gazetteer of the world; Potter, ed.—U. S. Catalog supplement, 1902-5; Katalog der Bibliothek des Reichstages, 1900-1905, 4 volumes; Catalogue des livres de la Bibliothèque Nationale (as published); English catalogue of books, 1901-1905; Carnegie Library of Pittsburg—Classified catalogue (as published); Bethlehem—Romans à lire et romans à proscrire; Monier-Williams—Sanskrit-English dictionary; Simpson—Cyclopædia of Methodism; A. L. A. Portrait index.

*Serials*—The following periodicals have been added to our list during the past year: American Chemical Journal, Annales de Chimie et de Physique, Berichte der deutschen chemischen Gesellschaft, The Bookseller, Chemical News, Chemisches Zentralblatt, Classical Journal, Comptes Rendus de l'Académie des Sciences, Globus, Journal of American Folklore, Journal of the Anthropological Institute of Great Britain & Ireland, Kantstudien, Monatshefte für Chemie, Physikal-chemisches Zentralblatt, Psychologische Studien, Recueil des Travaux chimiques des Pays Bas, The School Review.

The number of additions to the library—and particularly the number of volumes acquired by purchase—has fallen below the average this year. There are several reasons for this. Two or three departments have been holding their appropriations for later and more advantageous expenditure. Cleveland offers poor facilities for library binding, and a large number of volumes, which should have gone into the list of accessions for this year, await the binder. But the chief reason is seen in the ever-increasing number of serials regularly subscribed for. The average cost of each volume and its binding is far in excess of the average cost per volume of the other books in the library. As the serial list grows the number of volumes recorded

each year diminishes. The question of serials in a college library with a limited income is a puzzling one. An endowment yielding from \$1,500 to \$2,000 annually, to cover cost of periodicals and binding, would be of untold benefit to the library. The subscriptions to the periodicals and publications of societies now received by the library amount to about \$900 annually, and the binding of these to about \$300 more. Moreover, the list is steadily growing.

It is hoped that next year will see the definite acquisition of the Morley Library, and the enrichment of the collections of works on sociology and political science. A large order for works in German literature, already placed, insures a substantial addition to the Scherer Library.

Respectfully submitted,

E. C. WILLIAMS,  
Librarian.

## REPORT OF THE LIBRARIAN, COLLEGE FOR WOMEN.

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With the addition of four large floor cases during the year 1904-1905, it was thought that the shelving capacity of the Library would be sufficient for some years to come. But the shelves are again filled and we are at a loss to see where new cases may be added without an extension of the room. During the past year, the library has been frequently so crowded that the students have been obliged to take reference books into the vacant class rooms in order to find space for work.

The money available for the purchase of books and supplies for the years 1906-1907 proceeded from the following sources: from Friends of the University \$320.00; from re-examination fees \$109.50; from fines \$40.70; and from special funds \$256.99. The accessions for the year have been, for the most part, many important single volumes rather than collected works. Seventy-one new books have been purchased for the American History shelves from a fund established by the Western Reserve Chapter of the Daughters of the American Revolution. Among these are: H. L. Osgood's *American Colonies in the Seventeenth Century*, 2 volumes; A. M. Earle's *Two Centuries of Costume in America*, 2 volumes; G. M. Trevelyan's *American Revolution*, 3 volumes; A. T. Mahan's *Sea Power in Relation to the War of 1812*, 2 volumes; C. P. Lucas' *Canadian War of 1812*; *Old South Leaflets*, 6 volumes; W. L. Fleming's *Documentary History of the Reconstruction*, 2 volumes; W. F. Johnson's *Four Centuries of the Panama Canal*; T. Roosevelt's *Winning of the West*, 4 volumes.

Among the volumes purchased from the Carrie F. Butler Thwing Fund may be mentioned: The Memoirs of Prince Chlodwig of Hohenlohe-Schillingsfuerst, 2 volumes; The American Nation, ed. by A. B. Hart, volumes 14, 15, 16, 17, 18, 19, 20 and 21; L. A. Thiers' French Revolution, 5 volumes; J. H. Rose's Development of European Nations, 2 volumes; Original Narratives of American History, ed. by J. F. Jameson, 3 volumes; D. G. Rossetti's Letters and Memoir, 2 volumes; Lenotre's Flight of Marie Antoinette.

The Harkness Library has been growing steadily during the year and contains a large and carefully chosen collection of Biblical literature. Among the year's additions might be noted: W. M. Flinders Petrie's Researches in Sinai; Religions Modern and Ancient, 13 volumes; 3 volumes of the International Critical Commentary; H. M. Gwatkins Knowledge of God; J. S. Dennis' Christian Missions and Social Progress; J. M. Stone's Reformation and Renaissance; J. Drummand's Inquiry into the Character and Authorship of the Fourth Gospel; W. M. Ramsay's Pauline and Other Studies.

Some of the miscellaneous orders for 1906-1907 are: Russell Sturgiss' History of Architecture; André Michel's Histoire de l'Art (volumes to be sent as they are published); J. H. Long's Text Book of Physiological Chemistry; Letters of Robert Browning and Elizabeth Barrett Browning, 2 volumes; Periods of European Literature ed. by Professor Saintsbury, 3 volumes; S. & B. Webb's Industrial Democracy; a considerable number of works from the Modern School of German writers; Fournier's Napoleon First, edited by E. G. Bourne, 2 copies; Les Célébrité d'aujourd'hui, 26 volumes; A. Franklin's Dictionnaire Historique Des Arts, Metiers et Professions; and H. S. Jennings' The Behavior of Lower Organisms.

The value of the Reserve shelves has been increased by the many volumes loaned from the Hatch Library each term and the institution of a fine system has proved an efficient agent in securing the prompt return of books.

Following is a list of those who have given money during the year:

Mrs. D. P. Allen.  
Mrs. Luke Lascelles.  
Mrs. Samuel Mather.  
Mrs. J. C. Morse.  
Mrs. J. J. Tracy  
Dr. C. F. Thwing.  
Mrs. W. S. Tyler.  
Mrs. Henry S. Upson.  
Mrs. J. H. Wade.

The total of these gifts has been \$400.00. The total expenses for books, periodicals, binding and running expenses of the library has been \$518.82.

Following is a list of those to whom we are indebted for the gift of books and pamphlets since our last report:

Abbott, Francis R.  
American Peace Society.  
Boardman, Mabel S.  
Bourland, B. P.  
Bourne, H. E.  
Danton, G. H.  
Eaton & Mains.  
Fowler, Mrs. H. N.  
Gruener, H.  
McIntyre, Anna L.  
Non-Partisan National W. C. T. U.  
Norton, E. L.  
Palmié, Anna H.  
Superintendent of Immigration of Canada.

U. S. Government.

W. R. U. Members of Class of 1907.

W. R. U. Members of Class of 1908.

W. R. U. Folio Board.

The statistics of additions to the library are as follows:

Clark Hall .....282 volumes.

Harkness Library ..... 64     "

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346

Total number of volumes...June....1906. 5802

Total number of volumes... " ....1907, 6148

Respectfully submitted,

ETHEL MACDONALD,  
Librarian.

## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING, ADELBERT COLLEGE.

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As Instructor of Physical Training and Director of the Gymnasium, I have the honor of making a report for the academic year of 1906-1907.

During the month of October all Freshmen were given a physical examination. Three were excused from the regular work owing to serious physical defects. All candidates for athletic teams were, also, required to undergo an examination before being allowed to begin active work.

Gymnasium classes were begun in the middle of October—two weeks earlier than has been the custom heretofore. Owing to the new rule regarding gymnasium work, the attendance was markedly more regular than in the years past. Association foot-ball ("Soccer") was played, when the weather and field conditions permitted, all classes being taken out on the athletic field.

Throughout the year, in addition to the regular required classes for freshmen, optional classes were held. On three days, a "drop-in" class was given at a quarter to five, reaching quite a number who would not have otherwise taken any regular exercise. Fencing and wrestling classes were held on one day each.

An inter-class basket-ball league was organized, five teams entering—one from each college class and one from the Law School. Two games were scheduled for each week—necessitating the opening of the gymnasium one night a week throughout the winter.

In order to accommodate the demand for basket-ball practice it was found necessary to open the gymnasium two mornings each week.

Two classes a week were held in advanced gymnastics, the end in view being the organization of a gymnastic *team*.

Two athletic contests and one apparatus test were held for freshmen—consisting of the following events—bar vault, spring board high jump, quarter mile run, running high dive, running high jump, half mile run, parallel bars, long horse and rings.

On April 19 the annual exhibition was given, showing the character of the work of the regular classes.

The additions to the department are as follows—a vaulting bar, parallel bars, buck, three 5 ft. x 7 ft. mats, hoisting fixtures for flying and traveling rings, two dozen bar-belts and one dozen pairs single sticks.

In view of the fact that gymnasium work now counts as a three hour course toward graduation, it has been deemed advisable to give grades as is done in other departments. The method used is provisional—attendance counting forty; results of contests, twenty; and increase in vitality, as shown by strength tests, twenty—on a scale of eighty. In order to obtain a passing mark an attendance of at least seventy-five per cent of the regular required gymnasium days is required. While the tests and second examinations are not compulsory, all freshmen are urged to enter them, and so increase their marks.

With the additional classes and a greater interest in basket-ball and individual exercise, the capacity of the department has been taxed its uttermost. Students desiring to do individual work have been turned away owing to lack of floor space. To relieve these conditions—to enable this department to take its proper place in the University activities—to serve the largest needs of the student body—to promote the best possible physical conditions and to lay the solid foundation of a rugged health—upon which all life's activities are built—a modern gymnasium is required. It is respectfully urged that the Board of Trustees recognize this very urgent need.

Very respectfully yours,

E. VON DEN STEINER,  
Director.



## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING, COLLEGE FOR WOMEN.

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The Director of the Gymnasium, College for Women, presents the following report for the year 1906-7.

Students examined in the Fall, 105:

96 Freshmen.

8 Sophomores.

1 Senior.

The department has prepared an Examiners Report in the form of a card catalogue, on which is recorded the history, measurements and anything relating to the health and condition of the student entering college, and during the term of the work in the gymnasium.

Classes began November first. Owing to the increased number of students and limited space, the Faculty for this year required only two periods of work a week instead of three as heretofore.

The Spring measurements show that of the 96 students re-examined 88 improved and 8 remained practically the same.

Classes closed May first; tennis, walking, rowing, etc., were taken as substitutes, and students were asked to report for exercise taken until June first.

Two rubber curtains for the baths, a tennis net and Basket Ball were added to the equipment this year.

We are truly grateful to the Board of Trustees for the new Gymnasium and the improvements made to help the work of the department.

We are indebted to Dr. H. C. Haydn for a piece of developing apparatus for the new building; and also to the Students Association College for Women, for a Balance Swing.

Respectfully submitted,

EVA GERTRUDE MAY,  
Director.

OCT 8 1908  
WESTERN RESERVE UNIVERSITY  
BULLETIN

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1908

New Series

# Western Reserve University

REPORTS OF THE PRESIDENT  
AND FACULTIES

1907 - 1908



CLEVELAND, OHIO

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# Western Reserve University.

## REPORTS

OF THE

President and Faculties.



1907 - 1908

CLEVELAND, OHIO  
THE JUDSON PRINTING CO.  
1908

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## ANNUAL REPORT.

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### *To the Trustees of Adelbert College of Western Reserve University and of Western Reserve University:*

I have the honor of submitting a report of the academic year of 1907-8.

In the present year Rev. Joel Martin Seymour has died. Mr. Seymour received the first degree at the Commencement of 1870. He became a special representative of the Alumni in the college Board in 1888. He served his generation well as a minister of Christ in the Presbyterian Church, being a faithful preacher and a beloved pastor. To his *alma mater*, as a trustee for her welfare, he brought sound counsel and discerning judgment, as well as filial love.

The number of students enrolled in the University continues to increase, although slowly. The facts for the last twelve years are:

	Adelbert College.	College for Women.	Graduate School.	Medical School.	Law School.	Dental School.	Library School.	Total.
1896-97	162	128	27	127	68	86		598
1897-98	186	146	25	127	88	91		663
1898-99	182	183	25	109	106	96		701
1899-1900	193	171	17	144	101	91		717
1900-01	198	210	18	131	102	102		761
1901-02	206	222	16	126	100	113		783
1902-03	212	244	25	95	195	114		785
1903-04	225	236	20	86	110	88		765
1904-05	250	242	11	71	126	79	29	808
1905-06	269	252	20	86	126	69	34	856
1906-07	274	280	9	91	128	74	49	905
1907-08	277	269	20	102	133	75	51	927

The preliminary reports of the Treasurer, are satisfactory in indicating that apparently each department closes the year with a surplus. Though the surplus is small, yet it is sufficient to prove the wisdom of the Trustees in adopting the budgets as presented in June, 1907. The budgets as presented and accepted from year to year represent a high degree of economic efficiency. In certain cases a still higher degree of efficiency would be secured by a relatively small increase in appropriations. It is my conviction that at times our righteous economy is in peril of impairing our educational efficiency.

It is a peculiar pleasure to report progress in securing an endowment of five hundred thousand dollars for the two undergraduate colleges. The special occasion of making this endeavor is seen in the offer made to this body by the General Education Board. That offer is as follows:

The General Education Board will contribute from the income of the John D. Rockefeller Foundation for Higher Education to Western Reserve University, located at Cleveland, in the State of Ohio, for the purpose of endowment of said institution, and to be invested and preserved inviolable as such the sum of one hundred twenty-five thousand dollars (\$125,000).

Provided, that on or before June 30, 1908, a supplemental sum of not less than three hundred seventy-five thousand dollars (\$375,000) shall be contributed to the said University in cash, or pledged to the same by good and responsible persons in legally valid subscriptions, payable in cash in not more than three equal annual installments, beginning not later than July 1, 1909; and

Provided, that the entire sum of five hundred thousand dollars (\$500,000) thus to be secured shall be invested *and preserved* inviolably for the endowment of Adelbert

College and the College for Women of said University; and

Provided, that no legacies shall be counted toward the fulfillment of this pledge; that no money shall be payable from The General Education Board under the terms of this pledge so long as the said University or Colleges shall have any outstanding debts; and that no part of the income from the fund so contributed by this Board shall ever be used for specifically theological instruction.

Beginning within ninety days after the secretary shall certify that the conditions of this subscription are fulfilled, the General Education Board will pay the same in annual installments, in equal ratio with the corresponding annual cash payments on the supplemental fund herein required, as such payments shall be annually certified by the President and Treasurer of Western Reserve University.

Provided, that any remainder of this subscription not due and payable according to these prescribed terms on July 1, 1911, shall be void.

(Signed) F. T. GATES, *Chairman*.

Dated, New York City, WALLACE BUTTRICK, *Sec'y*.

May 28, 1907.

It is recommended that this offer be accepted, and on the following terms:

"The Board of Trustees of Western Reserve University hereby accepts the conditional pledge of the General Education Board, dated May 28, 1907, and covenants and agrees that if the terms of the pledge are complied with and the money paid by the General Education Board, that Board of Trustees of Western Reserve University will faithfully perform the covenants on behalf of said College contained in said pledge."



At the present writing the following subscriptions have been made to this fund:

One subscription of . . . . .	\$100,000
" " " . . . . .	60,000
" " " . . . . .	39,500
" " " . . . . .	30,000
" " " . . . . .	25,000
" " " . . . . .	10,000
" " " . . . . .	3,000
" " " . . . . .	2,500
" " " . . . . .	1,000

Several smaller subscriptions have been promised. Therefore the amount pledged or paid is at least \$271,000. The balance, therefore, which remains, is no larger than \$103,000. It is to be hoped that before this report is formally presented at the meetings of the Boards on the ninth of June, the full amount may have been secured.

The President is glad to be able to say that the erection of the Morley Chemical Laboratory has begun. The corner stone will be laid the morning of the University Commencement day. The location lies to the west of the Biological Laboratory and to the south of Eldred Hall. The wisdom of the choice of this location, as construction proceeds, becomes more evident with each passing day. Of this building the architect writes as follows:

"The Chemical Laboratory is to be 112' 6" x 70' 8", three stories in height, with additional story in tower, with a fan house 20 x 29 one story in height at the southerly end connected with main building with underground ducts. The material is to be Buff Indiana Lime Stone trimmings with brown red brick wall faces for exterior and Ferro-concrete floors and stairs. All interior walls are to be brick. The finished floors in all rooms, and the finish are to be oak. The building will be practically fire-proof. The design is Collegiate Gothic. The cost will be about \$116,000.00."

"To what Mr. Schweinfurth says, Professor Tower adds:

"On the first floor will be two large laboratories accommodating 36 students each at one time; there will be 72 lockers, however, in each laboratory, so that twice the above number of students may be accommodated during the week. In addition to these laboratories there will be a small recitation room, the office of the director, with a research laboratory opposite, one room for an assistant, a dark room, two rooms to be used jointly as shop and store room, and a dark room.

"On the second floor will be two large laboratories equipped exactly as those on the first floor; adjoining these laboratories as well as those on the first floor are small supply closets. These four large laboratories will be used for classes in General Chemistry, Organic Chemistry, Inorganic Preparations, and Qualitative Analysis. On this floor is the main lecture room with a preparation room adjoining, over which is a small mezzanine room for storage; a small laboratory for Qualitative Analysis with balance room opposite; the office of the Professor at the College for Women.

"Six rooms on the third floor will be devoted to the Department of Geology, comprising a large lecture room, a laboratory for students, office and private laboratory for the Professor of Geology, a room for an assistant and a store room. In addition is a room for the Morley Library and a reading room to be used jointly with the Department of Geology. The Chemical Department will have on this floor a small recitation room, a small laboratory for Electrochemistry, an assistant's room, and a store room.

"In addition to the rooms of these three floors there will be a small basement room for storage of volatile substances and a large general store room in the attic. Altogether the building will be able to accommodate 300 students of Chemistry and half as many in Geology."

Throughout the year the construction of the Laboratory of Experimental Medicine for the Medical School has gone forward. The building is now approaching completion, and will be dedicated in November.

In my last Annual Report it was said: "I have been deeply interested in the opportunity which has opened to the American college, located in a great city, in being of special service to teachers of public schools of that city. Every urban University holds a special duty to its immediate constituency. The University in Cleveland finds open to itself the opportunity of service to about two thousand public school teachers of Cleveland. The peril of the teacher in the public schools of the United States is the peril of unambitious mediocrity. The question, therefore, may fittingly be asked, how can this University through courses of instruction or otherwise, be of advantage to the larger part of this great body of workers for the highest interests of Cleveland? I have conferred with the Superintendent of Public Schools of Cleveland regarding the matter. I find that he has a hearty desire to co-operate with us in helping this University to be more useful to his associates. I beg leave, therefore, to recommend the appointment of a special committee to confer with the Superintendent of Public Instruction regarding the establishment of special courses, or the forming of some agency, or the laying of a foundation, which it may be hoped, would prove to be of peculiar advantage to our fellow-teachers in the public schools." In accordance with this recommendation, courses of instruction have been given in the second semester of the current academic year to many teachers.

The facts of this somewhat significant movement may be briefly stated.

At a meeting of the Adelbert College Faculty held De-

cember 9, 1907, there was presented a petition of which the following is a part:

"The instructors in charge of the work in Economics, History, Philosophy, Political Science, and Sociology, beg leave to petition the Faculty of Adelbert College for permission to repeat in the evening courses which they now offer at hours fixed in the official schedule. They ask authority to do this on the following terms; That the work be done on the campus; that any person of sufficient maturity, capable of pursuing the courses with profit, and not regularly registered in either college, be permitted to pursue the proposed courses, but that the credits obtained shall not be counted towards a degree until the entrance requirements of the College have been met; that in case persons admitted have fulfilled the entrance requirements already, their records be transmitted to the proper authorities in Adelbert College or the College for Women, as the case may be; that no students be allowed to carry more than one course without permission of the instructors offering the work; that any member of the Faculty may offer courses under these conditions."

This petition was granted.

The petition received similar recognition by the Faculty of the College for Women.

For the Semester beginning February 30, 1908, courses were offered by Professors Arbuthnot, in Economics; Bourne, in History; Borgerhoff, in French; and Deering, in German, and for the semester beginning September, 1908, courses will be offered by Professors Hulme, in English Literature; Herrick in General Biology; Curtis, in Anthropology and Hatton in American Government.

There were fifty people present at the Hatch Library for the inauguration of the Evening Courses, Monday Evening, February 30, 1908, twenty-six days after the first

public announcement. Classes in all courses were formed at once.

On March tenth there were enrolled in the Evening Courses forty-nine persons, distributed as follows: Economics, 18; French 12; German 12; History 7. In this number there were included twenty-five teachers, two lawyers, one editor, one librarian, one student in professional (medical) school, one Insurance Cashier, one in Advertising, one in Banking, one Purchasing Agent one Pay Master, two Salesmen, five in Clerical positions and four of occupations not stated.

The earnestness of the students in the Evening Courses may be best described by the instructors.

One instructor says:

"I feel that the outcome so far has justified the experiment; and hope that the University can continue the scheme until, I trust, it will become a regular department of the institution."

Another writes:

"The class of seven has been generally regular in attendance and has done the work with fair acceptability. One or two have showed unusual interest and industry. The principal difficulty is that of taking up a new task at the end of a long day's work. At times the members of the class have shown weariness though not lack of interest."

A third instructor testifies:

"The work has gone on smoothly and a large proportion of the students have been faithful attendants and earnest workers."

A fourth instructor writes in detail saying:

I "The plan seems to me good in that it offers to mature and serious, tho' not necessarily always *able* students, opportunities for college study and contact which they *could not otherwise* have.

2 The matter is still in such an experimental stage that it is hardly possible as yet to draw safe and definite conclusions as to the net value of such courses to the student or the wisdom or expediency of our offering them.

3 It would seem also that the University should profit by this opening of our courses to the public—in the closer contact with the city, especially with the schools, and so in a larger influence in the community, though it remains to be seen how real, how great, how valuable this influence may be.

4 Though it seems for such reasons desirable to offer such courses, it seems to me no less true that it costs us heavily to do so. I can speak, of course, only of the cost to myself and candor compels me to say that this has been great. The course I gave calls for a good deal of time and strength even under favorable conditions—i. e. when given to students one knows and has trained, at a morning hour when one feels fresh, and as a part of one's regular work. When it is given as an addition to one's regular work, to students one must still study in order to do them good, and in the evening, at the end of a hard day, when mind and body are tired, it becomes a great tax on one's strength."

This endeavor will continue for the next academic year. At the close of that time we shall be able to determine what should be its permanent relations.

In the last Annual Report it was said: "Adelbert College has also laid upon itself the need of a proper place for the conducting of the daily service of worship. The present hall is unfittingly crowded, and its bare simplicity fails to promote that noblest element of human character,—the sense of worship. The element which the Florence Harkness Memorial Chapel has added to the life of the students of one undergraduate college, emphasizes the peculiar advantages which would be received through a similar Chapel

in Adelbert College." Even before this writing the daughters of Mr. Amasa Stone had contemplated the erection of a Chapel in memory of their father, and at the last annual meeting of the College Board, formal presentation of their wish was made. Plans for this building are now in preparation, and will be duly offered for consideration. The location most fitting for this building seems to be directly west of the Hatch Library Building. The donors, with characteristic wisdom and generosity, have indicated their further wish to endow the building with a fund of which the interest shall meet the cost of warming, lighting, janitor service and repairs. Such a Chapel will bear to the men of Adelbert College a rich blessing daily, such as the Florence Harkness Memorial bears to the students of the College for Women.

.

In Adelbert College, as in many colleges for men, not a few students are receiving the degree of A. B. on the completion of three years of work. Be it said at once that this is not a question which relates to our College for Women or to any college designed primarily for women. Of the two causes which have thrust this question into prominence,—the lengthening of the preparatory course and the lengthening of the professional course,—only the former affects women. The great carefulness, too, which women in college should exercise about their health, and the stronger incentive which moves them to work too hard, are reasons which have debarred most women from thinking of taking their first degree in less than four years. The questions of the length of the undergraduate course is a question for men and for their colleges.

The two immediate and definite causes of the emergence of the question of making three years the normal length of the course in the American college are, as I have

intimated, the lengthening of the period immediately preparatory to college from three years to four; and also the lengthening of the professional course in schools of law successively from one year to two years and from two years to three, and in schools of medicine from brief terms or parts of two years to the whole academic period of three years and from this period to four. The first lengthening, that of the preparatory school, has resulted in the increase of the age at which boys come up to the college and also in the enlargement of their knowledge. The second cause, the increase of the time spent in the professional school,—has resulted in an advancement of the age at which men can begin their professional career, as well as in greater professional skill. Both these causes, the temporal and the efficient, hold important relations to the problems of American society.

The enlargement of the course of study in the preparatory schools and academies from three years to four represents an enrichment of the curriculum itself. Thirty-five years ago the course of study in Phillips Academy, Andover, was largely confined to Latin and Greek. At least four-fifths of the exercises and four-fifths of the time of the student were devoted to these two ancient languages. At the present time less than one-half of the student's strength is devoted to these two languages. The balance is given to English and Mathematics, and also to either French or German. In addition to such required study, in the last year of the course is found a vast range of election, covering the natural and physical sciences, the English Bible and advanced studies in Greek, Latin, German and French.

Differences no less significant are found existing in the Medical School and the Law of thirty-five years ago and of the present time. In the year 1870-71 the Medical School



of Harvard University offered this course of instruction:  
Anatomy and Physiology.—Five lectures and two recitations.

Pathological Anatomy.—Two lectures.

Physiology.—Two lectures.

Chemistry.—Two lectures.

Materia Medica.—Three lectures.

Surgery.—Three lectures.

Chemical Surgery.—Two lectures.

Obstetrics and Medical Jurisprudence.—Three lectures.

Theory and Practice of Physic.—Four lectures.

Chemical Medicine.—Five practical exercises.

Ophthalmology.—One lecture.

Psychology.—One lecture.

At the present time the course of instruction in the Medical College of Western Reserve University is:

#### FIRST YEAR

	Didactic Exercises.	Laboratory Exercises.	Total Exercises.
DEPARTMENT OF ANATOMY.			
1. Comparative Anatomy .....	32	48	80
2. Osteology, Syndesmology and Myology.....	12	72	84
3. Splanchnology .....	..	32	32
4. Neurology .....	..	48	48
5. Dissections .....	..	216	216
6. Microscopical Technique .....	..	16	16
7. Histology .....	24	32	56
8 and 9. Microscopical Anatomy .....	40	80	120
10. Embryology .....	32	80	112
DEPARTMENT OF PHYSIOLOGY AND BIO-CHEMISTRY.			
1. Elementary Experimental Physiology.....	16	64	80
2. Elementary Bio-chemistry .....	16	64	80
3. Organic Chemistry .....	64	112	176
<i>Total</i> .....	236	864	1100

## SECOND YEAR.

DEPARTMENT OF ANATOMY.			
	Did'c	Lab'y	Total
11. Descriptive Anatomy .....	84	..	84
12. Dissections .....	..	144	144
13. Applied Anatomy .....	64	..	64
DEPARTMENT OF PHYSIOLOGY AND BIO-CHEMISTRY.			
5. Advanced Experimental Physiology .....	6	106	112
6. Advanced Bio-chemistry .....	..	32	32
7. Systematic Lectures and Recitations in Physiology .....	72	..	72
DEPARTMENT OF PATHOLOGY AND PREVENTIVE MEDICINE.			
1. Bacteriology .....	40	82	122
2. Protozoology .....	21	21	42
3. General Pathology and Pathological Histology .....	75	145	220
4. Gross Pathological Anatomy .....	..	32	32
DEPARTMENT OF PHARMACOLOGY, MATERIA MEDICA AND THERAPEUTICS.			
1. Elementary Pharmacy, Toxicology and Prescription Writing .....	19	38	57
3. Experimental Pharmacodynamics .....	24	60	84
4. Systematic Pharmacology .....	12	6	18
DEPARTMENT OF MEDICINE.			
1. Physical Diagnosis .....	..	24	24
DEPARTMENT OF SURGERY.			
1. Minor Surgery and Bandaging .....	30	..	30
2. Surgical Recitations .....	60	..	60
Total .....	507	690	1197

## THIRD YEAR.

DEPARTMENT OF ANATOMY.					
	Did'c	Lab'y	Clin.	Disp.	Total
14. Applied Anatomy .....	96	..	..	..	96
DEPARTMENT OF PATHOLOGY AND PREVENTIVE MEDICINE.					
5. Gross Pathological Anatomy .....	32	..	..	..	32
6. Autopsy Technique .....	10*	..	..	..	10*

## DEPARTMENT OF PHARMACOLOGY, MATERIA MEDICA

AND THERAPEUTICS.	Did'tc	Lab'y	Clin.	Disp.	Total
5. Systematic Pharmacology .....	60	20	..	..	80
6. Applied Pharmacology .....	24	..	..	..	24
7. Applied and Physical Thera- peutics .....	32	..	..	..	32
8. Advanced Prescription Writing.. ..	6	..	..	..	6

## DEPARTMENT OF MEDICINE.

2. Physical Diagnosis .....	..	..	36	..	36
3. Physical Diagnosis .....	..	..	32	..	32
5. Medicine and Clinical Medicine.. ..	..	..	64	..	64
6. Principles and Practice .....	..	..	32	..	32
7. Medical Recitation .....	64	..	..	..	64
8. Clinical Microscopy .....	35	105	..	..	140
10. Charity Dispensary .....	..	..	..	24	24

## DEPARTMENT OF SURGERY.

3. History Taking .....	12	..	..	..	12
4. Surgical Diagnosis .....	20	..	..	..	20
5. Fractures and Dislocations.....	18	..	..	..	18
6. Genito-urinary Surgery .....	12	..	..	..	12
7. Principles of Surgery .....	64	..	..	..	64
8. Clinical Surgery .....	..	..	64	..	64
10. Surgical Technique and Opera- tive Surgery .....	..	..	..	..	*
11. Surgical Pathology .....	..	60	..	..	60
12. Dispensary in Surgery (Charity) ..	..	..	..	36	36
13. Ear, Nose and Throat.....	32	..	..	..	32
14. Eye Dispensary (Charity) .....	..	..	..	12	12
15. Ear, Nose and Throat Dispen- sary (Charity) .....	..	..	..	12	12

## DEPARTMENT OF OBSTETRICS AND GYNECOLOGY.

1. Recitations on Obstetrics .....	64	..	..	..	64
2. Gynecology .....	32	..	..	..	32
3. Dispensary in Diseases of Wom- en (Charity) .....	..	..	..	12	12
Total .....	565	233	228	96	1122

## FOURTH YEAR.

## DEPARTMENT OF PATHOLOGY AND PREVENTIVE MEDICINE.

	Did'tc	Clin.	Disp'y	Total
10. Hygiene .....	24	..	..	24
11. Preventive Medicine .....	20	..	..	20
12. Medical Jurisprudence .....	20	..	..	20

## DEPARTMENT OF MEDICINE.

14. Lectures on Theory and Practice.....	32	..	..	32
15. Medicine and Clinical Medicine.....	..	32	..	32
16. Physical Diagnosis .....	..	32	..	32
17. Medicine and Clinical Medicine.....	..	64	..	64
18. Physical Diagnosis .....	..	18	..	18
19. Recitations on Medicine .....	64	..	..	64
20. Medical Ward Clinics .....	..	16	..	16
21. Medical Ward Clinics .....	..	24	..	24
22. Bedside Work .....	..	32	..	32
23. Medical Dispensary .....	..	..	50	50
24. Applied Clinical Microscopy .....	..	..	..	*
25. Diseases of Children .....	32	..	..	32
26. Dispensary in Diseases of Children....	..	..	50	50
27. Diseases of Nervous System .....	32	..	..	32
28. Dispensary in Diseases of Nervous System .....	..	..	23	23
29. Dermatology and Syphilology .....	32	..	..	32
30. Dispensary in Dermatology and Syph- ilology .....	..	..	27	27
31. Medical Ethics and Economics .....	..	..	..	*
32. Roentgenology .....	..	..	..	*
Experimental Medicine .....	..	..	..	*

## DEPARTMENT OF SURGERY.

18. Surgical Diagnosis .....	12	..	..	12
19. Surgical Quiz .....	20	..	..	20
20. Clinical Surgery .....	..	128	..	128
21. Clinical Surgery .....	..	64	..	64
23. Clinical Surgery .....	..	*	..	*
24. Dispensary in Surgery .....	..	..	50	50
25. Ward Work, Assignment of Cases and Clinical Microscopy .....	..	..	64	64
26. Dispensary in Ear, Nose and Throat... ..	..	..	50	50
27. Ophthalmology .....	32	..	..	52
28. Eye Dispensary .....	..	..	50	50

## DEPARTMENT OF OBSTETRICS AND GYNECOLOGY.

	Did'tc	Clin.	Disp'y	Total
7. Didactic Obstetrics .....	64	..	..	64
8. Practical Obstetrics .....	..	..	*	*
9. Manikin Work .....	..	..	..	*
10. Clinical Gynecology .....	..	32	..	32
11. Clinical Gynecology .....	..	32	..	32
13. Dispensary in Diseases of Women.....	..	..	50	50
Total .....	384	474	414	1272

## OPTIONAL COURSES.

## FIRST YEAR.

Hygienic Chemistry (Physiology and Bio-chemistry, course 4).

\*Research Work (Anatomy, course 15) (Physiology and Bio-chemistry, course 8).

## SECOND YEAR.

Additional Laboratory Work in Pharmacy (Pharmacology, course 2).

Research Work in Anatomy (course 15), Physiology and Bio-chemistry (course 8), Pathology and Bacteriology (course 7), or Pharmacology (course 10).

## THIRD YEAR.

Pharmacological Seminars (Pharmacology, course 9).

Quizzes in Physical Diagnosis (Medicine, course 4).

Applied Clinical Microscopy Medicine, course 9).

Clinical Surgery (Surgery, course 9).

Research Work (see second year).

## FOURTH YEAR.

Clinical Surgery (Surgery, course 22).

Clinical Gynecology (Obstetrics and Gynecology, course 12).

Research Work (see second year) and Experimental Medicine.

I print the Medical course of study with this fulness for therein is illustrated the necessary lengthening of the time required for its proper completion. The simple fact is that the student enters the Freshman year with a scholastic equipment and knowledge equal to that with which he passed out of the same year a generation ago; and he also passes out of the Medical School with a scholastic and professional furnishing far superior to that which his father possessed.

The question, too, of the three-year course or four holds intimate relations to the increase of knowledge. This increase has been enormous in the last generation. Compare the catalogue of any college of the year 1877-8 with the catalogue of the same college of the present year. The great increase in the course of studies lies in the natural and the social sciences. While one may argue that the purpose of the college is not to cram the mind with knowledge, but to train the mind through knowledge, yet it also may be affirmed that the purpose is to give the student at least a general knowledge of the principles and elements of every field of knowledge and of research.

It is, furthermore, to be said that this question holds relations to the age at which it is wise for a man to enter upon his chosen career.

There can be no doubt that the endeavor should be made for a man to enter upon his chosen career at as early an age as possible. The endeavor should be to secure early rather than late entrance. The worth of the individual to society, and the worth of the individual to himself, is thus promoted. After the age of fifty the community has come to believe that the usefulness of the clergyman is lessened; the falseness of this interpretation does not at all lessen the significance of the belief. After the age of fifty the lawyer should find the best part of his professional career, as should also the physician. Be it said, however, that the operating surgeon realizes that this age must usually begin to mark the decline of his own professional forces. The general conclusion is, therefore, that an early rather than a late entrance upon life's work is to be sought.

The age of twenty-five or twenty-six may therefore in my judgment be regarded as the best age for the clergyman or the lawyer to leave the professional school. This result is easily secured, even by spending four years in the

undergraduate course. But this age for those who enter the Medical profession is somewhat late. For such men have still a year or two of training in a hospital before them. The average age of the graduates of the Medical College of this year approaches thirty years. When one considers, too, the long probationary period of the physician, longer than that of the lawyer, for the physician has fewer opportunities of earning money in semi-professional ways than the lawyer, it is to be said that he should if possible, graduate at his professional school at the age of twenty-four.

The one comprehensive element involved in this problem is the question whether the undergraduate college is ordained to promote culture or efficiency, to develop character, or to prepare for a vocation. These two principles of culture and efficiency are each of primary worth. For culture stands for the greatest things. Culture represents intellectual discrimination. It means a sense of proportion and the power to distinguish relations. It is a sense of appreciation. It recognizes values. It knows the less as less and the more as more. It is a sort of conscience, too, of the mind. It knows that life is subject to self-control as well as to intelligence, and it does not fail to recognize that the two must be co-ordinated and should co-operate. Because of its sense of values, it teaches humility and other cardinal graces of respect and of affection. Culture, too, always stands for assimilation as well as appreciation: the best which is known has entered into and possessed the man himself.

Such a purpose of self-development, self-enlargement, self-enrichment, the college may well set before itself as a primary purpose to be secured in the character of each student.

But the college does not and should not forget that *no man liveth unto himself*. It therefore worthily seeks

to make men who can do, as well as know, things—men of efficiency. It seeks to create force, personal force. It wishes to send forth not only gentlemen of refinement but men of power. It realizes that the world is a world still imperfect, that the development of the world's resources is in its beginning, that the comforts of life are to be enlarged and made more available for all, that life's burdens should be more equally adjusted, life's joys more evenly shared, and life's work done with less of friction. It teaches the lesson of human service, "not to be ministered unto but to minister."

These two most worthy purposes of culture and efficiency,—so often seemingly antagonistic,—should be made consistent and co-operative. For culture has value as a means of efficiency. The man of culture is the man who appreciates conditions, who recognizes the value of personalities, seeking to adjust himself to them, apologizing for their weaknesses, availing himself of their strengths, and committing himself, so far as he can, to their principles. The man of culture always finds open to himself opportunities for usefulness to which the man who is without culture,—be he ever so efficient,—is denied. A fine, rich personality is the most important element in efficiency. Efficiency without culture is usually temporary in its service and in its results.

Therefore, the college seeking to make men of culture is really making men who are able to do things. Therefore, also, the college has the right, is subject to the duty, of taking time sufficient for securing its purpose of culture even as a means for securing its other purpose of graduating men of efficiency.

The whole question has relation, too, to the content of the studies of the Freshman year. At present this course in Adelbert College is prescribed. It is as follows:



In the Freshman year each student is required to take

Bible 1.

English 1 and 2.

Mathematics 1 and 2.

Physical Training 1.

in addition

Of students who enter with

Latin	2 units	}	Latin 11, 12, 1, 2.
	3 units		
	4 units		
Greek	3 units	}	Greek 1 and 2
			German 1 and 2 or French 1 and 2.
German	2 units	}	German 3 and 4
			German 1 and 2 or Greek 15 and 16
French	2 units	}	French 3 and 4
			German 1 and 2 or Greek 15 and 16
Chemistry	1 unit	}	Chemistry 3 and 4
			German 1 and 2 or French 1 and 2 or Greek 15 and 16.
History	1 unit	}	History 1 and 2
			German 1 and 2 or French 1 and 2 or Greek 15 and 16
Physics	1 unit	}	Physics 1 (in Sophomore year)

The large part of the work after the first year is elective. Two courses in English are required throughout the Sophomore year in addition to which the student takes fifteen hours in electives. In the Junior and Senior years each student must complete at least four one-half year courses of three hours each in each of the following groups:

Language	Philosophy	Mathematics
and	History and Social	and
Literature	Science	Natural Science
English	Economics	Astronomy
German	History	Biology
Greek	Philosophy	Chemistry
Latin	Political Science	Geology and
Romance	Sociology	Mineralogy
Languages		Mathematics
		Physics

The difficulty in making the Freshman year elective in its studies lies in the immaturity and also in the ignorance of the Freshmen of the values and relations of a subject and also their lack of knowledge regarding the teachers who conduct these courses. These difficulties are serious. The discipline of Latin, and of the Mathematical studies, which every Freshman is obliged to take, is of primary worth in making intellectual force. Yet in certain conditions men of advanced age, or of unusual maturity, should be excused from certain Freshman studies which the large majority of men should take. This I venture to intimate, yet not without some recognition of the perils which such a course would necessitate.

Moreover, the whole condition promotes the placing of additional emphasis upon both teaching and studying. Both student and teacher should in his place and together do the utmost to secure rich culture and greatest efficiency in the three or four years of the college life. Whether this time be longer or shorter, and whether, too, the field of knowledge which is cultivated be broad or narrow, it is the man himself which is of chief concern. The limitations of the field of knowledge at some point are inevitable; but for the individual himself every enrichment should be made and this enrichment may be derived from sources few or many, linguistic, mathematical, scientific, historical philosophic.

Although the question of the length of the college course is not one affecting colleges for women, there is possibly a more important question which does affect them. It is the question how far forth the training given in all American colleges for women should be designed to promote efficiency and how far forth designed to promote culture. The peril is that as women, as men, are educated unto intellectual and other efficiency, they will lose those conditions which are called cultural. Force in edu-

cation is sometimes purchased at the cost of grace, and grace is also sometimes bought at the price of force. It is the purpose of all members of the teaching staff to train students unto efficiency and also to cause them to represent, so far as possible, the great qualities embodied in the words, graciousness and culture. The methods of securing intellectual force are far more evident than the methods of securing culture. But one method at least of gaining culture may be mentioned: it is embodied in personality. Men and women of culture, upon a college faculty represent the most effective method of securing the same quality in the students.

The general conclusion, therefore, to which this lengthy presentation of the three-year or four-year course leads is this: Liberty should be allowed the student. He should, availing himself of all means of sound counsel, determine whether he will take his Senior undergraduate year in Medical school or in the Law School, or whether he will make his whole undergraduate, professional, engineering course consist of five or six or even seven years. It will be wise for some men to abbreviate their course. It will be unwise for others. In general the American college undergraduate is not in peril of overworking. The college should hold him to the doing of a certain amount of scholastic work; but the college can usually with wisdom leave the undergraduate to determine whether this work he will do in three or three and a half or four or even more years. *Lux* is placed on the University shield; there also may be written upon the same shield *Libertas*.

The study of the principal needs of Western Reserve University in its several departments represents a large and serious service.

These needs as stated to me at my request by our associate of instruction, are many, some urgent, and are in *general such as belong to a growing institution of the higher*

education. The need of books is the most generally emphasized. The professor of history in Adelbert College says:

"Our greatest need continues to be an increase of our library resources. Works in History, especially great collections of sources which are constantly needed for research, are very expensive, and beyond the present income available. I hope it may become possible at some time in the near future to make provision by endowment or some other way for a very great addition to the income of the department for purchase of books."

The head of the department of History in the College for Women intimates:

"May I add the outlines of a dream which, I hope, may be realized when a new building for recitation or lecture purposes is erected on the campus? One of the needs of the department is a room which may serve as a sort of laboratory. On the shelves should be the principal of the elementary collections of 'source' material, with other reference works, historical geographies, etc. Certain tasks in the working out of simple historical problems should be undertaken here by groups of students under the constant direction of a member of the department. Some such arrangement as this would greatly increase the training value of the work in history and would relieve much of what is called 'outside' reading of the charge of being formal and often profitless. It seems to me that college courses in history should not only inform students but also prepare them to inform themselves. The study and practice of elementary historical criticism should not be postponed to a period of graduate study. Moreover, very few contemplate the possibility of graduate study. But this dream touches the future rather than the present."

The professor of philosophy in the College for Women, writes specifically of the need of more books in psychology:

"The students of the College for Women have always been more interested in psychology, which is reasonably concrete, than in the more abstract subjects included in the general department of philosophy; and now within the last few years the subject is developing in such a way as to merit and to gain a very wide and absorbing interest throughout the whole community. The social reformer, the clergyman, the physician, the lawyer are all turning to it for guidance, and it touches life at many other points. The subject itself is developing with great rapidity, the last 'Psychological Index' containing titles of 3145 books and articles published or republished in a single year. Many of these deal with technical aspects of the subject which it is not necessary for the ordinary undergraduate to follow, and no single individual can hope to keep up with all the aspects. But of course we can and should do something to keep up with the development of the subject, and the more money we have for books and journals the more we can do. At present we have a couple of good journals in the library of the College for Women (the bound numbers go to the Hatch Library); but beyond that there is not more than fifteen or twenty dollars a year available for the whole department. If two or three times that amount could be put into psychological books every year it would help to meet some of the most obvious needs of the students."

Our associates of the Teaching Staff also write of the necessity of providing further apparatus, especially in the natural and physical sciences. Indeed several in the literary departments mention the need of illustrating apparatus such as the stereopticon. The professor of physics states, with some degree of fulness and detail, the condition and needs of his laboratory:

I "The rapid growth of the classes and the increase in the requirements of the elementary courses has made it necessary for some time to give chief attention to the equip-

ment of those courses, comprising the first year's work. This is now fairly well accomplished. With some slight exceptions, which I hope will be adjusted by the end of next year, I think we need not shun comparison, as to the content and equipment of the first year's laboratory work, with any institution in the country of similar character and aims.

2. To bring this about, we have been obliged to devote to the work of the first year, apparatus which until lately has sufficed for the work of two years. We are now really embarrassed, from lack of apparatus, to provide proper experimental work for those students who desire to go beyond the elementary course. In optics, electricity, heat, mechanics, we should have apparatus to meet their needs.

From \$1,000 to \$1,500 could thus be profitably spent.

3 The increase in the lecture courses demands more illustrative apparatus. Two lecture courses are now given, which should be fully illustrated. I am spending this year \$400, out of my last years grant, toward this purpose.

\$1,500 in addition would not be a large sum to devote to this end.

4 There is a considerable amount of fundamental apparatus, which should be found in every well-equipped laboratory, which we still lack, as, for example, a good balance, with which careful weighings can be made, a potentiometer, now the almost universal instrument for precise electrical measurement, apparatus for illustration and study of the later physical discoveries, as the X-rays, wireless telegraphy, radium and radioactivity and the like.

5 Beyond this a certain amount of apparatus is necessary for special experiment, advanced work, and research. Some special apparatus, or some addition to, or modification of some present apparatus, is needed for almost every new experiment. The cost of this it is not possible

to estimate in advance but something should be set aside for it each year.

I submit a partial list of much needed general apparatus.

	Approximate price.
Good balance .....	\$250.00
Storage battery, at least .....	200.00
Polarimeter .....	250.00
Potentiometer .....	400.00
Standard resistance (addition to present stock) .....	150.00
Apparatus for study of radiation .....	150.00
Modern airpump, oil-filled .....	300.00
Gaede airpump, with accessories. ....	125.00
Microscope, with accessories ....	300.00
Electrometers .....	100.00
Abbe Refractometer .....	100.00
Spectrophotometer .....	175.00

This small list is here given, as illustrating the sort of fundamental apparatus which is to be found in a well-equipped laboratory, with some indication of the cost. It is evident that it is not purchasable with the small and uncertain income derivable from student fees.

It is hardly necessary to say that a physical laboratory is much like a working library, in this respect, that the progress of the science, the improvement of methods, the devising of more perfect apparatus, require a change and advancement in experimental equipment.

More important than any single appropriation for the meeting of present needs would be the establishment of some regular annual income which could be relied upon, and to which expenses could be adjusted from year to year. Such an income should be, in addition to the laboratory fees, which barely keep the elementary courses in condition, not *less than about one thousand dollars (\$1,000) per annum.*"

The need of additional instructors in departments already established is largely limited to mathematics, geology, and the English Bible. In mathematics, in the College for Women is required at least half the time of a second instructor, and, in Adelbert College, with the demands made upon a member of the mathematical staff serving as Dean for executive work, part of the time of another teacher could be well used. Respecting geology, too, the head of the department says:

"One year from this time the department is to move into new quarters in which sufficient laboratory space is furnished, and the course offered can therefore be taught by the laboratory method. This method, however, requires a much larger part of the time of the instructor, so that, in order that the courses be so given by the present instructing force, a diminution of their present small number. But the demand is rather for an increase in their number, and this especially in regard to course in geography for which a perfectly valid demand comes from both colleges but especially from the College for Women, on the part of those who are expecting to teach. At present one course of a half year in Physical Geography is offered at the College for Women, but it is in such unsatisfactory condition, chiefly because it cannot at present be made a laboratory course, that it is a grave question whether it had not better be entirely withdrawn. No course whatever in geography is given to Adelbert students. In order that the department may successfully utilize the additional space of its new quarters, an addition to the instructing force is necessary, and it is thought that this suggested addition would be most helpful if an instructor in Geography should be obtained who could develop that branch as it should be developed, and at the same time assist in the oversight of the students doing laboratory work in geology."



It is plain moreover that Adelbert College should offer courses in the English Bible more and greater than are contained in a single course of one hour a week for a single semester. Such a course is given to Freshmen by the President. The instruction should be enlarged. The building of the new chapel for the college also presents an opportunity for enriching the daily service of worship. I therefore recommend the establishment of a college pastorate and a professorship of the English Bible. Such a united office calls for an officer of the richest personality as well as of noble scholarship.

In respect to the institutional conditions and development the head of the Goodrich Social Settlement who has served as an associate in Sociology, makes a suggestion well worthy of consideration. He says:

"It is especially desirable that college men and women should be brought into close touch with the various agencies working for the benefit of the city. It is perhaps even more essential that persons of education should be able to analyze and estimate the forces active in the community. In this regard permit me to suggest the development of the division of applied sociology.

There are at present certain indications for the need of thorough work along these lines in Cleveland. The training class of the Associated Charities takes each year, three or four young women to instruct in the practical work of district visiting. The officers of the Young Men's Christian Association have several times expressed themselves as desirous of a training school for secretarial work in northern Ohio. There has lately been some talk of establishing a social center here as a place of investigation and pastoral apprenticeship for the theological students at Oberlin. All these indications serve to show that there is practically need for some sort of social institute under competent and comprehensive instruction. The recent exten-

sive development in philanthropic and civic work in Cleveland offers a constantly enlarging field for trained workers along such lines.

In accordance with this demand I would respectfully suggest that there be established in connection with the Department of Social Sciences in the University, a division or school of applied sociology for the training of investigators, philanthropic workers and social secretaries of various sorts. This division should include the study and analysis of various social groups, such as the family and modern industry; the investigation of various charitable, corrective educational and religious institutions; training in practical methods of investigation; and the use of a properly equipped statistical laboratory.

I believe that the development of such a school for members of the upper classes in the colleges for graduate students and for the supplementary training of practical workers would fill a real need in this part of the country. It would do much to add prestige and effectiveness to the social influence of the University. Moreover, it would relieve the professor of pure sociology from attempting at the same time, the theoretical and historical part of his subject, and also instruction in the various practical lines of effort that are now so rapidly developing."

The only need in buildings to which I will now refer is that of further space in the library standing on the Adelbert College campus. The librarian writes:

"The congested condition of the library building is growing daily more troublesome, and hampers seriously the work of administration. There is urgent need of more convenient shelving for books, more room for the work of the staff, for the storage of books and pamphlets awaiting cataloguing, and for the proper housing of newspapers. In addition to these things, the work of the past few years demonstrates the need of a number of seminar rooms for

classes, debate work, and conferences involving constant reference to large numbers of books. My conviction is that with increased room for administration and storage our small staff will be fifty per cent. more effective."

In application of the statement made by the Librarian, and in accordance with the express premission of the donor of the Library Building bearing his name, most graciously given, I beg leave to recommend that the Board consider the question of a lengthening of the Library Building, directly to the south. An addition of fifty feet would apparently serve to fill the needs of the growing Library for several years.

These statements I beg leave to submit as evidence of the growth of Western Reserve University. The needs thus intimated are the result of growth, and the filling of them represents improved conditions for further growth.

In the absence of the President, covering the larger share of the academic year now closing—an absence granted through the characteristic generosity of your body, the work of the University in each of its departments seems to have prospered. Certainly no year has been more effective than the year now closing.

To the Reports of the Deans and other officers, I beg leave to call your consideration.

With great respect and regard, I beg to remain, Sirs,

Very truly yours,

CHARLES F. THWING,

Cleveland, 9 June, 1908.

President.

## REPORT OF THE DEAN OF ADELBERT COLLEGE.

### *To the President :*

The various courses given during the past year, with the number of students attending each, are shown in the following tables :

#### FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Bible .....	1	Life of Christ .....	..	..	..	82	..	82
Biology .....	2	Invertebrate Anatomy....	..	4	..	..	..	4
" .....	3	Vertebrate Anatomy .....	..	6	..	..	..	6
" .....	6	Physiology .....	3	7	3	..	1	14
" .....	12	Living Things. ....	4	6	1	..	..	11
Chemistry ..	1	Inorganic : Non-Metals... ..	..	1	21	8	..	30
" .....	3	Inorganic .....	..	..	..	21	..	21
" .....	5	Organic.....	1	5	8	..	..	14
" .....	7	Inorganic Preparations... ..	..	4	4	..	1	9
" .....	9	Quantitative .....	..	..	..	..	..	..
" .....	11	Physiological .....	..	..	..	..	..	..
Economics..	1	Elements.....	2	15	26	..	2	45
" .....	7	Trusts .....	4	15	1	..	..	20
" .....	8	Hist'y of Political Thought ..	..	..	..	..	..	..
English .....	1	Rhetoric .....	..	..	1	87	..	88
" .....	3	Themes .....	1	8	57	..	1	67
" .....	5	Daily Themes .....	1	10	..	..	..	11
" .....	6	Daily Themes .....	2	..	..	..	..	2
" .....	7	Forensics .....	1	2	..	..	..	3
" .....	9	Practical Debating.....	..	6	..	2	1	9
" .....	10	Chaucer and Spencer.....	1	12	11	..	..	24
" .....	12	Milton .....	4	7	1	..	..	12
" .....	14	Tennyson .....	3	3	1	..	..	7
" .....	21	Old English.....	..	..	..	..	..	..
French .....	1	Elementary .....	1	11	28	38	1	79
" .....	3	Nineteenth Century Text. ..	2	5	5	1	..	13
" .....	5	Prose Composition.....	3	1	..	..	..	4

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Geology ...	1	Mineralogy .....	..	6	..	..	..	6
" ....	3	Lithology .....	6	19	..	..	..	25
" ....	7	Local Geology .....	4	..	..	..	..	4
German ...	1	Elementary .....	..	..	1	18	..	19
" ....	3	Second Year .....	..	1	28	22	..	51
" ....	5	Selected Masterpieces ..	1	1	..	26	1	29
" ....	7	Author Course .....	1	9	6	..	..	16
" ....	15	Modern Fiction .....	..	5	..	..	..	5
Greek .....	1	Attic Orators .....	..	..	..	7	..	7
" ....	3	The Drama .....	1	2	1	..	..	4
" ....	15	Elementary Greek .....	..	2	3	1	..	6
" ....	17	Second Year Greek .....	..	1	1	..	..	2
Hebrew ....		.....	..	..	..	..	..	..
History ....	1	Mediaeval .....	..	12	16	29	..	57
" ....	5	England .....	4	4	1	..	..	9
" ....	7	American Colonies .....	5	13	1	..	..	19
" ....	9	French Revolution .....	6	5	1	..	..	12
" ....	11	European History .....	1	3	..	..	..	4
Latin .....	1	Livy or Cicero .....	2	5	16	58	..	81
" ....	3	Horace .....	..	1	5	..	..	6
" ....	5	Cicero's Letters .....	3	1	..	..	..	4
" ....		Cicero and Vergil .....	..	..	3	29	..	32
Mathematics	1	Trigonometry .....	..	..	4	85	..	89
" ....	4	Algebra .....	..	2	30	..	1	33
" ....	8	Calculus .....	1	16	..	..	1	18
Philosophy..	1	Psychology .....	2	25	24	..	1	52
" ....	2	Anthropology .....	12	20	2	..	..	34
" ....	5	Ethics .....	12	6	..	..	..	18
" ....	6	History .....	6	1	..	..	..	7
" ....	12	Aesthetics .....	4	..	..	..	..	4
Physics. ...	1	Mechanics, Sound, Heat..	3	8	36	..	2	49
" ....	5	Electricity, Magnetism...	..	8	..	..	1	9
Pol. Science.	1	American Government ...	4	6	2	..	3	15
" ....	3	National Governments ...	4	4	..	..	2	10
Sociology...	3	Practical Sociology .....	6	6	1	..	..	13
" ....	5	Colonization .....	5	6	..	..	1	12
Spanish.....		.....	4	1	..	..	..	5

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Astronomy..	1	Descriptive .....	7	25	15	..	3	50
Biology .....	1	Elementary .....	2	1	11	..	..	14
" .....	7	Vertebrate Embryology..	..	4	1	..	..	5
" .....	9	Animal Behavior .....	6	8	1	..	..	15
" .....	10	Botany .....	1	1	..	..	..	2
Chemistry ..	2	Inorganic .....	..	..	16	7	..	23
" .....	4	Inorganic .....	..	..	..	17	..	17
" .....	6	Organic .....	1	6	7	..	..	14
" .....	8	Qualitative Analysis .....	1	8	2	4	..	15
" .....	10	Quantitative Analysis .....	..	..	1	..	..	1
" .....	12	Physical .....	..	3	1	..	..	4
Economics..	4	Public Finance .....	3	5	4	..	1	13
" .....	6	Trans. in the U. S.....	6	25	16	..	2	49
English ...	2	Rhetoric.....	..	..	7	84	..	91
" .....	4	Theme Writing.....	5	55	..	..	2	62
" .....	5	Daily Themes .....	..	6	1	..	1	8
" .....	6	Daily Themes .....	3	3	..	..	..	6
" .....	9	Practical Debating.....	..	6	..	2	1	7
" .....	11	Shakespeare .....	2	16	19	..	2	39
" .....	13	Collins to Keats.....	3	11	3	..	1	18
" .....	17	The English Novel.....	4	9	1	..	..	14
" .....	30	.....	1	5	7	..	..	13
French ....	2	Elementary .....	1	9	26	38	1	75
" .....	4	Classic Drama .....	1	2	3	3	..	9
" .....	6	French Prose Composition	3	2	..	..	..	5
Geology ....	2	Mineralogy.....	..	..	..	..	..	..
" .....	4	Structural .....	5	15	1	..	..	21
German ....	2	Elementary.....	..	1	3	21	..	25
" .....	4	Second Year .....	..	2	25	19	..	46
" .....	6	Selected Masterpieces....	1	1	2	22	..	26
" .....	8	Author Course.....	1	5	2	..	..	8
" .....	16	Modern Fiction .....	..	5	..	..	..	5
Greek .....	2	Homer. The Odyssey....	..	1	1	8	..	10
" .....	16	Elementary Greek .....	..	2	2	2	..	6
" .....	4	Plato .....	..	1	1	..	..	2
" .....	5	Comedy .....	2	1	..	..	..	3
History .....	5	History of England .....	2	5	9	23	..	39
" .....	6	Eng. in 18th-19th Cen....	5	3	1	..	..	9

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
History.....	8	United States.....	2	23	5	1	..	31
".....	10	Napoleonic Period.....	4	7	2	..	..	13
".....	14	American Diplomacy.....	1	..	..	..	1	2
Latin.....	2	Plautus.....	..	7	13	58	..	78
".....	4	Tacitus, Juvenal.....	..	2	1	..	..	3
".....	6	Lucretius.....	3	1	..	..	..	4
".....		Cicero and Vergil.....	..	..	1	19	..	20
Mathematics	2	Analytic Geometry.....	..	..	3	77	..	80
".....	6	Trigonometry.....	..	2	..	..	..	2
".....	7	Calculus.....	..	..	20	..	1	21
".....	11	Differential Equations...	1	10	..	..	..	11
Philosophy..	3	Logic.....	2	4	5	..	..	11
".....	4	Elements of Philosophy..	3	14	9	..	1	27
".....	10	Social Institutions.....	6	4	..	..	..	10
Philosophy..	13	Philosophy of Religion...	4	1	..	..	1	6
".....	15	Philosophy of Religion...	8	1	3	..	..	12
".....	7	Gen. Hist. of Philosophy.	6	1	..	..	..	7
Physics.....	2	Electricity, Light.....	1	5	27	..	2	35
".....	7	(a) Mechanical Drawing.	..	3	15	..	1	19
".....	7	(b) Descriptive Geometry.	..	12	..	..	..	12
Pol. Science.	2	Municipal Government...	2	9	7	..	..	18
".....	6	Elements of Internat. Law	5	4	2	..	2	13
Sociology...	4	Charities and Corrections.	9	10	3	..	..	22
".....	6	American Society..	7	10	9	..	1	27
Spanish.....		.....	4	1	..	..	..	5

Eleven per cent. of the students in Adelbert College expect to take part of their work in the Law School during their Senior year, eleven per cent. expect to enter the Medical School at the end of their Junior year, and twenty-five per cent. expect to enter Case School at the end of their Junior year, making a total of forty-seven per cent. in Adelbert College who expect to do all or part of their Senior work in the professional schools.

Respectfully submitted,

JOHN DICKERMAN,  
Dean.

REPORT OF THE SECRETARY OF THE FACULTY  
OF ADELBERT COLLEGE.

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*To the President:*

Four meetings of the Permanent Officers and six meetings of the General Faculty have been held during the year ending June 1st. The former were concerned entirely with appointments to the staff of instructors, and the recommendations have been already transmitted to the Board through the President.

Owing to the absence of the President little but routine business was considered by the General Faculty. Deserving of mention, however, is a petition granted by the Faculty to permit the instructors in any department to repeat in the evening any regular course, and that credit for the work done may be given in either of the undergraduate colleges, when the student pursuing such a course shall have met all the regular entrance requirements. This has resulted in the giving of several evening courses, more details of which will be found in the report of the President.

The death of Professor Edward Gaylord Bourne, of Yale University, occurred during the year. Appropriate resolutions expressing the grief felt by this Faculty and their appreciation of his achievements were entered upon the minutes.

Respectfully submitted,

O. F. TOWER,  
Secretary.



## REPORT OF THE REGISTRAR OF THE COLLEGE FOR WOMEN.

*To the President :*

The following tables show the courses given in 1907.-1908,  
and the number of students in each :

### FIRST HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology .	1 .....	Prof. Curtis ..	33	17	1	..	..	53	53
Art .....	2 Post Classical .....	Prof. Fowler..	10	1	..	..	2	13	13
Bible .....	1 Life of Christ .....	Assoc. Prof. Haydn ..	..	1	..	70	5	76	..
" .....	3 Old Testament .....	Assoc. Prof. Haydn	1	..	74	1	2	78	..
" .....	9 Jewish History .....	Assoc. Prof. Haydn ..	..	3	..	..	..	3	157
Biology .....	3 Vertebrate Zoology .....	Prof. Herrick..	..	..	..	..	1	1	..
" .....	6 Physiology .....	Mr. James .....	12	20	18	..	1	51	..
" .....	11 Botany .....	Mr. James .....	1	..	..	..	..	1	..
" .....	12 Living Things .....	Prof. Herrick..	6	2	..	..	..	8	61
Chemistry .....	1 Non-Metallic Elements .....	Prof. Gruener .	9	9	16	24	3	61	..
" .....	2 Inorganic .....	Prof. Tower .....	..	..	1	7	..	8	..
" .....	5 Organic .....	Prof. Gruener .	2	..	1	..	..	3	..
" .....	7 Sanitary .....	Prof. Gruener .	1	2	..	..	..	3	75
Economics .....	1 Elements .....	Assoc. Prof. Arbuthnot	17	1	1	..	..	19	19
English .....	1 Principles of Composition .....	Miss Ely .....	..	..	1	72	6	79	..
" .....	3 Daily Themes .....	Ass't Prof. Myers	5	2	5	..	1	13	..
" .....	8 Old English .....	Prof. Hulme..	3	..	..	..	..	3	..
" .....	13 Shakespeare .....	Prof. Hulme..	16	26	2	..	2	46	..
" .....	15 English Drama, 1580-1642 .....	Ass't Prof. Myers	8	2	..	..	..	10	..
" .....	16 Classicism .....	Prof. Hulme..	1	2	68	..	4	75	226
Geology .....	3 Dynamic .....	Prof. Cushing..	10	3	2	..	..	15	15
German .....	1 Elementary .....	Miss Hibbard .	1	..	3	5	..	9	..
" .....	3 Modern German Prose .....	Prof. Deering..	..	2	5	11	1	19	..
" .....	3 Modern German Prose .....	Miss Hibbard .	..	2	2	8	2	14	..
" .....	5 Schiller .....	Prof. Deering..	3	5	8	4	1	21	..
" .....	5 Schiller .....	Miss Hibbard .	..	..	8	20	5	33	..
" .....	7 Goethe .....	Prof. Deering..	1	1	5	1	..	8	..
" .....	7 Goethe .....	Miss Hibbard .	2	2	9	..	1	14	..
" .....	9 Faust .....	Prof. Deering..	7	11	3	..	..	21	139
Greek .....	1 Attic Orators .....	Prof. Fowler..	..	..	..	4	..	4	..
" .....	3 Drama .....	Dr. Clark .....	1	..	2	1	..	4	..
" .....	5 Comedy .....	Prof. Bill .....	..	2	..	..	..	2	..
" .....	A Elementary .....	Prof. Fowler..	..	2	4	1	..	7	..
" .....	B Xenophon and Homer .....	Dr. Clark .....	..	2	3	..	..	5	22

## FIRST HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
History.....	1 A Beginnings of Modern Europe	Prof. Bourne..	..	..	15	9	3	27	..
"	3 England.....	Ass't Prof. Benton	2	1	3	..	1	7	..
"	5 American Colonial.....	Ass't Prof. Robertson	4	9	18	1	2	34	..
"	6 B United States.....	Ass't Prof. Robertson	9	5	1	..	..	15	..
"	7 French Revolution .....	Prof. Bourne..	22	16	4	1	1	44	..
"	8 B Europe after 1815.....	Prof. Bourne..	11	1	1	..	..	13	140
Latin.....	1 Livy.....	Prof. Perkins..	..	..	1	50	..	51	..
"	1 Livy.....	Dr. Clark.....	..	..	..	17	3	20	..
"	3 Livy.....	Prof. Perkins..	..	1	45	2	..	48	..
"	6 Tacitus and Suetonius.....	Prof. Perkins..	10	15	..	..	2	27	146
Mathematics..	1 Trigonometry .....	Prof. Palmié..	..	1	5	63	2	71	..
"	5 Analytical Geometry.....	Prof. Palmié..	3	2	25	1	..	31	..
"	7 Integral Calculus. ....	Prof. Palmié..	3	5	1	..	..	9	..
"	13 Theory of Groups.....	Prof. Palmié..	3	..	..	..	..	3	114
Music.....	1 History.....	Mr. Clemens..	4	1	1	..	..	6	..
"	3 Harmony .....	Mr. Clemens..	..	..	..	1	..	1	7
Philosophy....	2 Psychology .....	Prof. Aikins..	5	26	29	1	2	63	..
"	3 Ethics .....	Prof. Aikins..	8	3	..	..	..	11	..
"	12 Philosophy of Religion.....	Prof. Aikins..	7	1	..	..	..	8	82
Physics .....	1 General .....	Prof. Whitman	1	2	4	5	..	12	..
"	9 Descriptive .....	Prof. Whitman	1	..	1	26	2	30	42
Pol. Science...	2 National Governments..	Assoc. Prof. Hatton	3	..	..	..	..	3	3
Romance Languages.									
French.....	1 Elementary.....	Miss Smith....	2	4	30	6	4	46	..
"	3 Modern French.....	Assoc. Prof. Borgerhoff	..	13	2	..	2	17	..
"	3 Modern French.....	Miss Smith....	2	7	5	17	4	35	..
"	12 Prose Classics, 18th Century	Assoc. Prof. Borgerhoff	7	1	1	..	1	10	..
Italian.....	1 Elementary .....	Assoc. Prof. Borgerhoff	1	..	1	..	3	5	..
"	5 Hist. of Literature.....	Assoc. Prof. Borgerhoff	2	1	..	..	1	4	117
Sociology.....	3 Practical .....	Assoc. Prof. Cutler	10	3	2	..	..	15	..
"	5 Colonization .....	Assoc. Prof. Cutler	4	..	..	..	..	4	19

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology.	3 Social Institutions.....	Prof. Curtis...	20	10	1	..	2	33	33
Art.....	2 Post-Classical.....	Prof. Fowler..	10	5	..	..	2	17	17
Astronomy.....	.. ..	Prof. Whitman	4	9	6	..	..	19	19
Bible.....	2 Acts and Epistles.....	Assoc. Prof. Haydn	..	1	1	60	4	75	..
"	4 Acts and General Epistles.....	Assoc. Prof. Haydn	2	..	68	3	2	75	150
Biology.....	1 General.....	Prof. Herrick..	4	10	5	6	1	26	..
"	7 Embryology.....	Prof. Herrick..	1	..	1	..	1	3	..
"	9 Animal Behavior.....	Prof. Herrick..	..	1	1	..	..	2	..
"	10 Botany.....	Mr. James.....	1	5	13	..	1	20	51
Chemistry.....	3 Metals.....	Prof. Gruener.	3	5	10	2	1	21	..
"	4 Physiological.....	Prof. Gruener.	1	4	11	2	..	18	..
"	6 Qualitative Analysis.....	Prof. Tower...	1	..	..	3	..	4	43
Economics.....	6 A Transportation.....	Assoc. Prof. Arbuthnot	6	1	..	..	..	7	7
English.....	2 Composition.....	Miss Ely.....	..	..	6	54	3	63	..
"	4 Themes.....	Ass't Prof. Myers	..	2	3	..	1	6	..
"	9 Old English Poetry.....	Prof. Hulme...	3	..	..	..	..	3	..
"	11 Chaucer.....	Ass't Prof. Myers	13	3	3	..	1	20	..
"	14 Shakespeare.....	Prof. Hulme...	19	20	2	..	..	42	..
"	17 Rom'tic Movem't in 18th Cent.....	Prof. Hulme...	2	2	63	1	3	71	..
"	18 American Literature.....	Prof. Hulme...	11	3	2	..	..	16	..
"	23 English Essay.....	Ass't Prof. Myers	10	4	1	..	..	15	236
Geology.....	4 Structural and Historical.....	Prof. Cushing.	7	..	1	..	..	8	..
"	5 Physiography.....	Prof. Cushing.	6	5	16	3	1	31	39
German.....	2 Elementary.....	Miss Hibbard.	1	..	4	6	..	11	..
"	4 Modern Texts.....	Prof. Deering..	..	2	6	8	3	19	..
"	4 Modern Texts.....	Miss Hibbard.	..	2	5	8	..	15	..
"	6 Schiller.....	Prof. Deering..	2	7	8	2	1	20	..
"	8 Modern Authors.....	Prof. Deering..	1	2	6	..	1	10	..
"	8 Modern Authors.....	Miss Hibbard.	1	4	4	..	..	9	..
"	10 Lessing.....	Miss Hibbard.	..	1	2	1	..	4	..
"	16 History of German Language.....	Prof. Deering..	2	7	..	1	..	10	123
Greek.....	2 Homer.....	Prof. Bill.....	..	2	5	5	..	12	..
"	4 Plato's Apology, Crito.....	Prof. Fowler..	1	1	3	..	..	5	..
"	6 History.....	Prof. Fowler..	..	2	..	..	..	2	..
"	A Elementary.....	Dr. Clark.....	..	1	4	1	..	6	25
History.....	1 Middle Ages.....	Ass't Prof. Robertson	..	..	2	63	1	66	..
"	2 a Europe in 17th and 18th Cent.....	Prof. Bourne..	..	1	16	8	3	28	..
"	3 a England since 1688.....	Ass't Prof. Benton	4	1	5	..	1	11	..
"	6 a United States.....	Ass't Prof. Robertson	5	8	22	2	2	39	..
"	8 a Napoleonic Era.....	Prof. Bourne..	11	14	6	..	1	32	..
"	9 American Political Institutions.....	Ass't Prof. Robertson	10	2	..	..	..	12	..
"	12 Historical Research.....	Prof. Bourne..	14	2	..	..	..	16	204
Latin.....	2 Cicero de Senectute, Plautus.....	Prof. Perkins..	..	..	1	51	1	53	..
"	2 Cicero de Senectute, Plautus.....	Dr. Clark.....	..	..	..	24	..	24	..
"	9 Catullus.....	Prof. Perkins..	..	..	31	2	..	33	..

SECOND HALF-YEAR.

Course.		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Latin .....	12	Juvenal, Martial .....	Prof. Perkins..	1	12	1	..	..	14	..
" .....	15	Teachers' Training Course....	Prof. Perkins..	15	..	..	..	..	15	185
Mathematics..	2	Algebra.....	Prof. Palmié ..	..	..	2	67	3	72	..
" .....	4	Foundations of Geometry ....	Prof. Palmié ..	12	3	..	..	..	15	..
" .....	6	Differential Calculus .....	Prof. Palmié ..	1	2	11	..	..	14	..
" .....	12	Projective Geometry .....	Prof. Palmié ..	1	4	1	..	..	6	107
Music.....	4	Harmony.....	Mr. Clemens ..	2	1	1	1	..	5	5
Philosophy....	4	Introdu'n to Philosophy . . .	Prof. Aikins..	4	17	7	..	1	39	..
" .....	10	Advanced Psychology.....	Prof. Aikins..	5	2	1	..	..	8	..
" .....	12	Philosophy of Religion.....	Prof. Aikins ..	7	..	..	..	..	7	54
Physics.....	2	General .....	Prof. Whitman ..	..	1	4	..	..	5	5
Pol. Science. .	1	Municipal Government..	Assoc. Prof. Hatton	3	..	..	..	..	3	8
Romance Languages.										
French.....	2	Elementary .....	Miss Smith....	2	2	28	..	..	32	..
" .....	4	Modern French.....	Prof. Borgerhoff	..	7	1	..	1	9	..
" .....	4	Modern French .....	Miss Smith....	2	9	2	18	4	35	..
" .....	5	Classic Drama .....	Prof. Borgerhoff	..	..	1	1	..	2	..
" .....	12	Prose Classics, 18th Century..	Prof. Borgerhoff	2	1	1	..	1	5	..
Italian .....	5	Hist. of Italian Literature. .	Prof. Borgerhoff	1	1	..	..	1	3	86
Sociology .....	4	Charities and Correction .....	Prof. Cutler...	7	9	2	..	..	18	..
" .....	6	American Society .....	Prof. Cutler...	9	4	6	..	..	19	37

Respectfully submitted,

CLARA L. MYERS,

Registrar.

## REPORT OF THE DEAN OF THE GRADUATE SCHOOL.

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### *To the President:*

I have the honor to submit the following report for the Graduate School for the year 1907-1908.

During this year twenty-three students, nine men and fourteen women, have been enrolled and at work. Seven of these are graduates of the College for Women, three of Adelbert College, one each of Geneva College, Hiram College, Smith College, Oberlin College, Ohio State University, Columbia University, Baldwin University, The Women's College of Baltimore, Vassar College, and the University of Cincinnati. Of these students seventeen are in the first year of their graduate work, five in the second, and one in the fourth. Thirty-two instructors offered one hundred and thirty-two courses of study. There are nine candidates for the Master's degree at the coming commencement.

In the different departments instruction has been given as follows: In Biology to four students, in Bibliography to one, in Biblical Literature to three, in Chemistry to one, in Economics to four, in English to four, in French to two, in Geology to one, in German to six, in Greek to one, in History to ten, in Italian to two, in Latin to one, in Mathematics to one, in Music to one, in Philosophy to eight, in Political Science to three, in Physics to one, in Sociology to nine.

It has been a year of good, earnest work, that calls for comment only in a few points. (1) Our system of correlating our graduate courses with those of other departments has been extended so as to include certain courses in the Library School. For some years we have allowed graduate students, with the approval of the instructors concerned, to

take, as part of their work for the A. M. degree, certain especially valuable and desirable non-technical courses given by the Law School, by the Medical School, and in the Case School of Applied Science. This system has now been extended so as to include certain courses (in Bibliography) in the Library School, and one student has availed himself of the opportunity this year. Such a plan has seemed wise, because it provides the student with larger opportunities, without lowering the standard of work or taking the control of it from our own instructors.

(2) The establishment of the chairs of Sociology and of Political Science has resulted in great gain to the Graduate School this year. Both of the instructors concerned have opened their courses to graduate students and have done everything possible to meet the demands for work in these important fields. The fact that a dozen students at once availed themselves of these new opportunities is evidence of the high regard in which they are held. There is good reason to believe that these courses will prove to be very valuable additions.

(3) During the second half-year the undergraduate colleges have tried the experiment of offering, in the evening, certain college courses to teachers and others who were prepared to take them, but who could not attend morning classes. Among these courses are some which have hitherto been given to graduate students as part of their work for the A. M. degree. It is suggested that regular college graduates taking these last mentioned evening courses may, with the instructors' approval, have credit for them for the Master's degree. As yet the whole matter is in the experimental stage, and no student has asked for such credit. Perhaps it may be said that, while the principle may be sound, the greatest care must be taken in carrying it out; for it is evident that we must insist on a high standard for such a course and on good work from the student. The purpose

of this plan is two-fold: (1) that able and worthy students, already college graduates, willing to work, but, as teachers, unable to attend morning classes, may not be deprived of the opportunity for advanced study; (2) that this may prove one more means of drawing the schools of the city into closer touch and sympathy with the University.

Respectfully submitted,

R. W. DEERING,

Dean.

## REPORT OF THE DEAN OF THE MEDICAL COLLEGE.

### *To the President:*

I have the honor of submitting to you the following report as Dean of the Medical Department of Western Reserve University.

The total number of students in attendance during the year is 104; arranged in classes as follows:

Fourth Year .....	31
Third Year .....	32
Second Year .....	20
First Year .....	18
Special .....	3
<hr/>	
Total .....	104

The following states are represented in the student body: Indiana, Iowa, Kansas, Minnesota, Massachusetts, New Mexico, New York, Ohio, Pennsylvania, South Dakota, and West Virginia. These students also represent the following colleges and universities: Adelbert; Ashland; Allegheny; Bucknell; Cornell; Denison; Defiance; East Lynn; Findlay; Gymnasium of Bruenn, Austria; Gymnasium of Wladislavovo, Russia; German Wallace; Grove City; Heidelberg; Hamilton; Indiana; Iowa; Iowa State; Keuka; Kenyon; Kansas; Muskingum; Mt. Union; Miami; Oberlin; Ohio Wesleyan; Ohio State; Ohio Northern; Otterbein; Park; Purdue; Tristate; Utah; Washington and Jefferson; Wisconsin; Westminster; Wooster; Williams; Yale.

Of the 101 regular students in the college, 86 have received, or will receive at the end of their first year in medi-



cine, a literary degree, while of the three special students, two have received literary degrees, making a percentage of 85.14 of the regular students in attendance. In connection with the matter of the increase of the number of students holding degrees, who have been in attendance at Western Reserve, I submit the following tables, which are not without distinct interest and value.

TABLE I.

HOLDERS OF DEGREES IN GRADUATING CLASS FOR  
TWENTY YEARS.

	Total Graduates.	Holding Degrees.	Percentage.
1888-89	23	3	13.0
1889-90	15	5	33.3
1890-91	14	3	21.4
1891-92	18	5	27.7
1892-93	45	8	17.7
1893-94	22	0	00.0
1894-95	32	6	18.7
1895-96	27	4	14.8
1896-97	30	6	20.0
1897-98	36	9	23.3
1898-99	7	1	14.2
1899-00	30	8	26.6
1900-01	25	6	24.0
1901-02	37	10	27.0
1902-03	26	9	34.6
1903-04	31	4	12.9
1904-05	19	14	73.6
1905-06	12	9	75.0
1906-07	10	8	80.0
1907-08	31	25	80.6

The second table shows the student attendance for *twenty years* in the different classes, and is self-explanatory.

TABLE 2.  
STUDENT ATTENDANCE FOR TWENTY YEARS.

	Seniors.	Middles.	Juniors.		Total.
1888-89	50	32	42		124
1889-90	31	31	62		124
1890-91	28	42	50		120
1891-92	36	52	58		146
1892-93	45	44	68		157
1893-94	24	36	33		93
1894-95	32	31	42		105
1895-96	32	36	66		134
1896-97	36	50	41		127
1897-98	49	45	33		127
	Seniors.	Juniors.	Sophomores.	Freshmen.	Total.
1898-99	7	36	29	36	108
1899-00	33	25	36	42	136
1900-01	25	37	33	34	129
1901-02	42	35	37	12	126
1902-03	33	32	18	13	96
1903-04	39	20	12	11	81
1904-05	23	13	9	27	72
1905-06	13	11	29	28	81
1906-07	12	28	29	18	87
1907-08	31	32	20	18	101

It will be seen that within twenty years, the total number of graduates has held up well, while there has been a very marked increase in the number of men holding degrees in recent years. The number of men holding degrees in the graduating class of the current year is nearly double that of any preceding year, while the percentage of increase is far above that of any of the earlier years of this period.

In the third table is given the number of students in attendance. In 1901 the high requirement rule went into effect. The number fell in 1904 to the lowest point; since which time there has been a gradual increase in attendance. The number of men holding degrees, however, or who will receive the first degree at the end of their first year in medicine in the current year, has very greatly increased, going from 28 in 1901 to 86 in the current year.

TABLE 3.

## HOLDERS OF DEGREES IN STUDENT BODY FOR TWENTY YEARS.

	Total Number of Students.	Holding Degress.	Percentage.
1888-89	124	16	12.9
1889-90	124	13	10.4
1890-91	120	18	14.8
1891-92	146	26	17.8
1892-93	157	13	08.0
1893-94	93	3	03.2
1894-95	105	21	20.0
1895-96	134	9	06.7
1896-97	127	18	14.2
1897-98	127	28	22.0
1898-99	108	16	14.8
1899-00	136	25	18.3
1900-01	129	21	16.2
1901-02	126	28	22.2
1902-03	96	33	34.3
1903-04	81	37	45.5
1904-05	72	49	67.2
1905-06	81	56	71.6
1906-07	87	67	79.4
1907-08	101	86	85.14

The geographical distribution of students during the 20 years is shown in table 4, and is of distinct interest. It will be noted that the percentage of students coming to Reserve from states outside of Ohio, in the year 1900-1901 was only 7.7 per cent, whereas in 1907-1908 the percentage rises to 29.8; showing that the students are coming to Reserve now from a far wider territory than has been the case at any time in the past twenty years. This unqualifiedly shows that the reputation of the school has extended in a tangible manner, far beyond the boundaries of our own state.

TABLE 4.

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS FOR TWENTY YEARS.

	Total.	Residents of Ohio.	Residents Outside Ohio.	Percentage Outside Ohio.
1888-89	124	101	23	18.5
1889-90	124	100	24	19.3
1890-91	120	101	19	15.8
1891-92	146	111	35	23.9
1892-93	157	116	41	26.1
1893-94	93	79	14	15.0
1894-95	105	87	18	17.1
1895-96	134	114	20	14.9
1896-97	127	99	28	22.0
1897-98	127	103	24	18.8
1898-99	108	93	15	13.9
1899-00	136	115	21	15.4
1900-01	129	119	10	7.7
1901-02	126	111	15	11.9
1902-03	96	86	10	10.4
1903-04	81	73	8	9.8
1904-05	72	60	12	16.6
1905-06	81	60	21	25.9
1906-07	87	62	25	28.7
1907-08	101	71	30	29.8

Table 5 is submitted as indicating the attendance of the Faculty at its meetings, over a period of ten years, showing the interest that the Faculty, as a body, has taken in the business matters of the school. It will be noted that the attendance in the current year is especially high, as the attendance has been 12.88% out of a total voting number 18, in this country, one member, Dr. Stewart, being absent on leave.

TABLE 5.  
RECORD OF FACULTY MEETINGS AND ATTENDANCE  
FOR TEN YEARS.

October 1st,	1898.....	Attendance	12
October 5th,	" .....	"	14
October 11th,	" .....	"	8
October 18th,	" .....	"	9
November 16th,	" .....	"	15
February 10th,	1899.....	"	10
April 13th,	" .....	"	10
May 1st,	" .....	"	16
May 15th,	" .....	"	16
May 31st,	" .....	"	12
June 3d,	" .....	"	10
June 10th,	" .....	"	9

Total meetings, 12. Average attendance, 11.75.

September 29th,	1899.....	Attendance	12
October 4th,	" .....	"	13
October 14th,	" .....	"	13
November 29th,	" .....	"	11
January 5th,	1900.....	"	14
January 30th,	" .....	"	12
April 18th,	" .....	(no quorum)	6
May 5th,	" .....	"	12
June 9th,	" .....	"	14

Total meetings, 9. Average attendance, 11.88.

August 16th,	1900.....	Attendance	10
August 20th,	" .....	"	6
October 3d,	" .....	"	12
December 31st,	" .....	"	12
January 28th,	1901 .....	"	13
January 30th,	" .....	"	10
March 19th,	" .....	"	9
April 8th,	" .....	"	9
May 6th,	" .....	"	7
June 8th,	" .....	"	13
May 10th,	" .....	(no quorum)	6
May 11th,	" .....	"	8
July 19th,	" .....	"	7
July 15th,	" .....	"	8

Total meetings, 14. Average attendance, 9.28.

# WESTERN RESERVE UNIVERSITY

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October 1st,	1901	Attendance	16
November 29th,	"	"	10
December 16th,	"	"	8
January 29th,	1902	"	9
March 21st,	"	"	13
June 7th,	"	"	11
July 10th,	"	"	8

Total meetings, 7. Average attendance, 10.71.

August 10th,	1902	Attendance	7
September 30th,	"	"	14
October 7th,	"	"	15
November 3d,	"	"	16
January 29th,	1903	"	11
May 1st,	"	"	15
May 8th,	"	"	8
June 13th,	"	"	10
July 18th,	"	"	8

Total meetings, 9. Average attendance, 11.55.

September 29th,	1903	Attendance	13
November 23d,	"	"	13
December 12th,	"	"	11
February 8th,	1904	"	11
March 17th,	"	"	12
June 4th,	"	"	14
June 10th,	"	"	7
July 5th,	"	"	10

Total meetings, 8. Average attendance, 11.25.

September 27th,	1904	Attendance	12
January 30th,	1905	"	12
February 15th,	"	"	8
May 9th,	"	"	15
June 3d,	"	"	14

Total meetings, 5. Average attendance, 12.20.

September 29th,	1905	Attendance	14
January 22d,	1906	"	8
February 7th,	"	"	12
April 13th,	"	"	11
May 23d,	"	"	13
June 1st,	"	"	11

Total meetings, 6. Average attendance, 11.50.

September 27th, 1906.....	Attendance	10
November 2d, " .....	"	15
December 6th, " .....	"	15
December 10th, " .....	"	7
January 18th, 1907.....	"	12
January 25th, " .....	"	14
January 28th, " .....	"	8
February 7th, " .....	"	7
March 21st, " .....	"	13
June 5th, " .....	"	10
June 11th, " .....	"	10

Total meetings, 11. Average attendance, 11.

September 26th, 1907....	Attendance	11
November 6th, " .....	"	12
December 6th, " .....	"	14
December 17th, " .....	"	16
January 8th, 1908 .....	"	9
February 5th, " .....	"	11
April 9th, " .....	"	8
May 12th, " .....	"	17
May 27th, " .....	"	18

Average to date, 12.88.

The total amount of money collected from tuition during the current year, has been about \$12,700, somewhat in excess of that collected in recent years. In connection with matters of financial interest to the school, table 6 is presented, showing the fees charged by various institutions in the country, in comparison with those charged at Reserve.

After a prolonged study of the question, the medical Faculty has, by unanimous vote, recommended to the Trustees that the tuition at this school be increased to \$150 per year, beginning with the year 1909-10; this fee to include dissecting material, the use of microscopes and other laboratory fees, for which a charge has heretofore been made. The increase over the fees charged at the present, would average about \$17.50 per year per student. The present fee of \$125 has been in force since 1897-98. During that time, *the facilities and instruction given to students have very*

materially increased, and the excellent training at the present time compared with that of ten years ago exceeds very much the amount represented by this small proposed advance in tuition.

TABLE 6.

TOTAL COLLEGE FEES IN REGULAR MEDICAL SCHOOLS OF  
THE NORTHERN STATES EAST OF THE MISSISSIPPI  
INCLUDING SOME OUTSIDE OF THIS TERRITORY.

University of Pennsylvania .....	\$1040.00
Harvard University .....	845.00
Northwestern University .....	812.50
†Johns Hopkins University..... (plus microscope fee)	800.00
Cornell University .....	800.00
Long Island .....	750.00
†Bellevue .....	740.00
Jefferson Medical .....	729.00
Rush Medical College .....	725.00
Cooper Medical College .....	670.00
†California* .....	666.00
†Physicians and Surgeons (Chicago) .....	655.00
Oakland College Medicine and Surgery (plus lab'y material)	650.00
Fordham (Catholic) .....	640.00
Medico-Chi (Philadelphia) .....	640.00
†Buffalo .....	640.00
†Yale .....	636.00
†University of Maryland .....	635.00
Temple .....	625.00
Barnes .....	625.00
Syracuse .....	625.00
†George Washington..... (plus material)	623.00
Tufts .....	620.00
†Georgetown (Catholic) .....	615.00
W. R. U. (If fees are increased to \$150) .....	605.00
Western University of Pennsylvania .....	600.00
Tulane .....	590.00
Woman's Medical (Philadelphia) .....	574.00
Physicians and Surgeons (Boston) .....	560.00
†Vanderbilt .....	545.00
McGill .....	542.00
†Miami .....	540.00
Albany .....	538.00



Vermont. ....	\$ 580 00
University of Cincinnati .....	580.00
†W. R. U. ....	520.00
Dearborn .....	510.00
Illinois Medical College .....	500.00
Physicians and Surgeons (Los Angeles) .....	491.00
Toronto .....	486 00
†Washington University (St. Louis) .....	483.00
Bowdoin .....	476.00
†Physicians and Surgeons (Cleveland) .....	470.00
†Physicians and Surgeons (Baltimore) .....	465.00
†University of Denver (Denver and Gross) .....	460.00
†University of Southern California .....	460.00
Detroit .....	455.00
Dartmouth .....	445.00
†Sterling-Ohio (to be increased beyond this) .....	440.00
Chicago College of Medicine and Surgery .....	435.00
†St. Louis University (Beaumont-Sim) (Catholic) .....	430.00
Jenner .....	420.00
†Baltimore Medical .....	415.00
†University of Colorado* .....	408.00
Toledo .....	405.00
Howard (Washington, D. C.) (Negroes only) .....	400.00
Michigan* .....	385.00
†Perdue* .....	370.00
†Nebraska* .....	352.00
†Indiana* .....	430.00
†Iowa* .....	260.00
†Kentucky* .....	215.00
†North Dakota* .....	(two years) 120.00
†Kansas* .....	(two years) 160.00

TOTAL FEES IN MEDICAL SCHOOLS WITHIN 250 MILES  
OF CLEVELAND.

REGULAR.

†University of Buffalo .....	\$ 640.00
Western University of Pennsylvania .....	600.00
†Miami .....	540.00
University of Cincinnati .....	580 00
W. R. U. ....	520.00
†Physicians and Surgeons (Cleveland) .....	470.00
Detroit .....	455.00
†Sterling-Ohio (to be increased beyond this) .....	440.00

Toledo .....	\$ 405.00
Michigan* .....	385.00
†Perdue* (Indianapolis) .....	370.00
†Indiana* (Bloomington and Indianapolis) ..	370.00

## IRREGULAR.

Cleveland Homeopathic .....	500.00
Physio-Med (Indianapolis) .....	383.00
Eclectic (Cincinnati) .....	360.00
Detroit Homeopathic .....	350.00
Pulte Homeopathic (Cincinnati) .....	335.00
Eclectic (Indianapolis) .....	328.00

\*Indicates State University.

†Indicates member of Association American Medical Colleges.

As indicated in a previous report, the resignation of Dr. Hunter H. Powell, as Professor of Obstetrics, made it necessary to arrange for instruction in this important department during the year. Arrangements were made for carrying on the work of instruction in this department, by securing the services of Drs. Frank S. Clark, John J. Thomas, and Arthur H. Bill. These gentlemen have performed the work in a very satisfactory manner, in so far as could be done by the absence of a large amount of apparatus necessary for demonstrations, drawings, etc. Dr. Clark has very efficiently given the didactic work to the members of the Senior class, while the instruction to the Junior class has been under the supervision of Drs. Thomas and Bill. All of these gentlemen have given freely of their time and energy in the practical work of the department, with no money to purchase necessary apparatus or to provide any equipment of material for practical work. This department, as is the case in all the clinical departments, is woefully lacking in ability to accomplish results, which are vitally necessary for the proper development of medical education at this institution. As was said a year ago, there is great call for the establishment of an Obstetrical Department with a hospital, as a clinical field, and the organization of a dispensary service with one or more stations located in the more

densely populated sections of the city, to care for the large number of cases which would apply to such an institution. Not only is there great need of such a department for teaching purposes, but it would mean a great charity along this most important line of medical work and research opportunity in the city. We cannot urge too strongly the necessity, in the very near future, of some definite and active steps being taken for accomplishing the organization of this department on a substantial and efficient basis. For the development of such a charity, there should be endowment sufficient to pay the salary of a man who would devote his entire time to teaching, research and consultation work, with proper assistants for carrying on the work of an organized hospital with dispensary service. In connection with such an institution, there should be employed a visiting nurse, who should follow the patients to their homes after dismissal from hospital, or keep in touch with patients applying at the dispensary stations. The establishment of an out-patient department with a trained nurse, who would devote her entire time to the work, would cost in the neighborhood of \$1,500 per year. Already several of the members of the Faculty and others, have contributed a sum of \$500 for organizing such a service, hoping thereby to begin a work not only of charity, but of vast importance to this Medical Department in the way of teaching practical Obstetrics. In this department, as in all the clinical departments, our teaching at the present time is not satisfactory, but your Faculty can see no way of improving matters under the present conditions. It is hoped, therefore, that in the near future, some public spirited citizen may be found, who will come forward with sufficient means to inaugurate a movement in the direction of endowing—at least—the Department of Obstetrics. Such a step would have a most beneficial effect upon the clinical teaching of this school.

At the present time the laboratory departments are well

organized, and with a gradual increase in the amount of money to carry on the necessary detailed expenses, the work that is accomplished is very large, and the teaching is most effective. The college must look forward, however, to the expenditure of a very considerable amount of money in the near future, for the purpose of developing the clinical teaching, the payments of salaries of men who can devote their time, to a large extent, to teaching and research work in the various clinical departments, and for the payment of small salaries to many assistants, who can devote their time to the instruction of individual students or small sections of the classes, in order to accomplish the most effective results.

As has been urged in previous reports, this University must look forward to the time when the institution shall have control of a university hospital just as at the present time it has control of its laboratories. The highest results in medical education cannot be accomplished by an institution without having its own hospital, or an affiliation so close with some hospital that the medical school can control the hospital positions, so that men can be given positions in the school which carry with them appointments to hospital wards.

The members of the teaching staff of this school, feel that one of their functions is to advance medical knowledge, and to this end a great many of these men are carrying on original investigations, attempting to solve a few of the many puzzling problems relative to medicine. These men are constantly publishing the results of their researches in the leading journals of the world, in their respective subjects. It would be superfluous to enumerate here, all of the publications from our teaching staff during the past. It is sufficient to say that in the opinion of the medical profession, this medical school is one of the sources in this country from which come additions to medical knowledge and correlated subjects.

It will be of interest to know that the new building to be devoted to research work and experimental medicine, is now nearly completed, and will be ready for occupancy next fall. Dr. George N. Stewart, who is to have charge of this important department, has during the past year been devoting his time to investigations along the line of medical work, in order to prepare himself to engage in the duties of his post in October. The building is in every way arranged with the latest conveniences for carrying on experimental work in many different directions. It is very much hoped that the addition of this plant, with the means so generously contributed for its support, will very materially enhance the value of the training given at this medical school, as well as opening new fields for investigation of important scientific problems.

It is of great interest to ascertain that the ideals had in mind when the higher training of students entering this school was first required are being realized. Of the men graduating in classes, since 1901, when the high college entrance requirement became effective, not a single man has failed before any State Board of Examiners, and in general the grades taken before the State Boards have been high. The average grade, taken by the graduates of this school before the Ohio State Board, has been in each of the past three years higher than the average grade taken by the graduates of any other school. In two of these years, Reserve men have had the highest individual grades, and in the third year a Reserve man missed the highest average individual grade by only 2-10 of one per cent. It is a matter of great significance that notwithstanding the long time required of men entering this medical school, because of the high college training necessary, and the long period of attendance at the medical school, and the advanced average years of age of the men who graduate, that almost without exception every *man tries* for a hospital post, where he may obtain practical

work in medicine in the wards of the hospital. It is also a matter of gratification that since the higher requirements and the better training have been introduced, no man who has desired to secure a hospital appointment has failed to do so. Of the present graduating class, of thirty-one men, twenty-eight have already secured hospital appointments; the remaining three, because of personal responsibilities, have found it necessary to go directly into practice. Places could have been supplied to them had they wished hospital appointments. Of seventy-two men graduating in the past four years, all but seven have either taken hospital places, have gone to Europe for further study, or have accepted teaching places. Each of these seven men went into practice of his own choice and not because we could not furnish him a hospital appointment. There can be no question as to the great advantage derived by the general public wherever these men may settle in practice, because of their thorough training and their opportunity for experience in practical, clinical work in the various hospitals.

With the advance in medical education which this college has made in the past decade, there have arisen necessities for changes in the curriculum, of various new courses and the extension of other courses. This additional work has been put in the curriculum in such places as seem most judicious, but the total result has been that there is a lack of the highest degree of correlation necessary to accomplish the best training with the greatest economy of time and energy. It has therefore seemed wise to the Faculty to undertake a revision of the curriculum as a whole. The Faculty has, therefore, recently appointed a committee to consider such a revision of the curriculum, and it is hoped that the work of this committee may become operative with the year beginning 1909-10. It is especially desirable to be able to pay small stipends to the young men who do clinical teaching. A few hundred dollars available for a number of

younger men, would enable us to get more effective teaching, and would put the Faculty in a position where it would be able to demand of such men constant attendance upon and attention to their teaching positions; a condition which is not now possible, in view of the fact that the services of all these men is entirely gratuitous.

One of the notable gifts to the equipment of the school, this year, has been an epidiascope, manufactured by E. Leitz of Wetzlar, Germany. This instrument enables the projection of lantern slides, of microscopic objects, and the reflex projection of opaque objects, such as specimens and figures and tables from books. This instrument has been set up in the college building and is used by the teachers in the several laboratory departments, and also in some of the clinical work, and has been a very helpful adjunct to the objective teaching in several subjects. The instrument cost about \$500, and is a gift of Mr. Abel Hoover of Miamisburg, Ohio.

In the beginning of the year 1907-08, Dr. George C. Ashmun, Professor of Hygiene and Preventive Medicine, resigned as Secretary of the Faculty and Dr. F. C. Waite, Professor of Histology and Embryology, was elected as Secretary. Dr. Ashmun was elected secretary on August 10th, 1893, and thus served the college in this respect for fourteen years. During that time he has been exceptionally diligent in attendance at the Faculty meetings and in service in this official capacity, and has also served on many important committees. The Faculty passed a vote of appreciation of the value of his services, and the Dean takes this occasion to make public our appreciation of the great service which Dr. Ashmun has given to the college in these important years in its history.

Very respectfully yours,

B. L. MILLIKIN.

REPORT OF THE DEAN OF THE FRANKLIN T.  
BACKUS LAW SCHOOL.

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*To the President:*

There are several reasons why the report of the Dean of the Law School should be more extended this year than usual.

In 1906 the Faculty adopted a resolution which was approved by the Board of Trustees, that if sufficient funds could be secured to pay all debts of the Law School the requirements of candidates for the degree LL. B. should be increased after the year 1908 to require three years of college work in addition to three full years of law school work.

A committee was appointed to solicit subscriptions and this committee entered upon its work. The amount necessary to pay all debts was about \$42,000.00. Subscriptions to the amount of \$24,180.00 were secured. Most of these subscriptions were conditional upon raising the full sum of the indebtedness. Some subscribers have waived this condition and the faculty has paid in \$6625.00; former students \$146.33 and one friend \$2500.00. It is believed that if asked to do so most, if not all of the subscribers will waive this condition. The amount of unpaid subscriptions is about fifteen thousand dollars. The School has today a total indebtedness of \$29,500.00 the greater part of which is a building indebtedness. The income from tuition this year will meet all current expenses including interest on the indebtedness.

During the past year the last will and testament of Mrs. Franklin T. Backus has been admitted to Probate. This will provides a bequest of forty thousand dollars to the Law School, only the income of which shall be used for the general purposes of the Law School, and a bequest of ten thousand dollars, the income from which shall be used for a law



library to be known as the George Mygatt Law Library. During her lifetime Mrs. Backus had given us ten thousand dollars and also a trust fund of Ten Thousand Dollars which is held for the benefit of the Law School, subject to a life interest. The two bequests will probably not become available to the School during the coming year, but it may be fitting to consider at this time the use to be made of income from these funds when they do come to us.

Conducted, as it is at present, the School will probably receive sufficient income from tuition fees to pay all current expenses, making it possible to use the income from the Backus funds for the payment of debts. If all subscriptions were paid up it would be possible to pay all debts within four or five years. It would seem that the payment of this long standing indebtedness is the first great requirement of the school.

While we have an excellent library still there should be expended about the sum of \$10,000.00 to bring it up to the standard of efficiency of the better law school libraries of the country.

One of the greatest needs of the school is that of more space for reading room purposes. We at present have a space of five hundred square feet for this purpose, which is very inadequate for a student body of one hundred and thirty-five men. A plan has been suggested which at comparatively small expense would afford great relief. This plan contemplates the construction of a stack and reading room in a series of units. The first unit to be a room twenty by thirty feet and about twenty feet high, and located about twenty feet away from the north east corner of the building. A temporary passage could be made between this and the present first year room which could be used for reading room purposes. This plan would immediately double the reading room space and would probably be adequate for the next *five or six* years. Other units could be added to the stack

and reading room as funds became available for that purpose. The first unit would probably cost about four thousand dollars.

We now have two resident instructors who devote all their time to the work of the school, and are proving themselves very valuable to the student body. Their salaries must be increased from time to time, but it is hoped that such increases can be paid out of increased income from tuition fees.

With this preliminary statement of the present financial status and needs of the school we are perhaps ready to consider the future of the school and especially the matter of raising the requirements for admission to the school.

In discussing this matter a distinction is usually made between requirements for admission to the school and those of candidates for a degree.

So far as we know all law schools provide for the admission of students who, because of lack of preliminary education, cannot become candidates for degrees, classing them as special students; the proportion of such students ranging from four and one half per cent. at Western Reserve to a much higher percentage in some of the larger law schools.

The chief difference among the law schools is as to the requirements of the candidates for a degree.

In 1896 the Harvard Law School adopted the requirement of a degree from some college of approved standing of all candidates for the degree of LL. B. In 1902 the faculty of the Harvard Law School voted in favor of conferring the degree of Doctor of Jurisprudence (J.D.) upon its graduates who had previously received the college degree, but this suggestion has not been adopted by the Harvard Corporation.

In 1903 the Columbia Law School adopted the requirement of a college degree or its equivalent.

In 1902 the Law School of Chicago University was established and provided for the granting of two degrees

J. D. and LL. B. Candidates for the degree of J. D. must have a college degree or have done three years of college work and received a college degree from Chicago University, being permitted to count one year of Law toward this. Candidates for the degree of LL. B. must have taken a four years' high school course and must maintain a standing of ten per cent. above passing mark in their law work.

The Leland Stanford Junior University has adopted rules which provide for granting only the J. D. degree and as part of this plan has adopted a combined college and law course of six years; three years being given to general culture studies and three to law. At the end of the fourth year the A. B. degree and at the end of the sixth year the J. D. degree is granted. Candidates holding degrees from other colleges must devote three years to the law course.

The law department of George Washington University has adopted a rule providing that after the session of 1908-9 no student will be admitted to regular standing as a candidate for the degree of LL. B. unless he shall have successfully completed two years of undergraduate work in an approved institution of collegiate rank. But high school graduates may be admitted as special students and by attaining high grades in examinations may receive the degree of LL. B.

Yale Law School has adopted a similar provision, except as to High School graduates, which will go into effect in 1909.

The College of Law of Ohio State University, the College of Law of the University of Wisconsin, the College of Law of West Virginia University and the Law School of North Carolina University require two years of college work of candidates for a degree.

The School of Law of Boston University contemplates the adoption of such a rule. The College of Law of the University of Illinois requires one year of college work or an

average standing in examinations of eighty-five per cent. The College of Law of Cornell University provides a four year law course, one year being devoted to culture studies.

The leading schools that require no college work of candidates for degree are: University of Michigan, University of Pennsylvania, Northwestern University, New York University, Cornell University, University of Iowa, Cincinnati Law School and Western Reserve Law School. There are about eighty-five law schools requiring High School diplomas or less of candidates for degrees.

An examination of the lists of students in some of the schools having advanced requirements may be of interest. The percentage of men having College degrees in the following schools is as follows:

Harvard .....	99 %
Columbia .....	93 %
Chicago .....	54 %
Leland Stanford Jr. ....	10.5%

The percentage of men holding college degrees in law schools now requiring two or less years of college work cannot be learned because such schools do not publish lists of their students in such manner as to give this information.

The percentage of men holding college degrees in law schools now requiring High School work only is as follows:

Pennsylvania .....	39 %
Western Reserve .....	36 %
Cincinnati .....	28 %
George Washington .....	27 %
Northwestern .....	24 %
Iowa .....	21 %
Boston .....	20 %
Yale .....	14.5%
Michigan .....	13 %
Cornell .....	4 %

A brief study of the financial and other resources of some of these schools may also be helpful at this time.

Harvard Law School now has two buildings—Austin Hall which cost \$200,000 and Langdell Hall which cost \$310,000, the money used in paying for the latter being a fund accumulated out of tuition fees. The annual income from tuition fees is about \$107,000, and the library contains about 106,000 volumes. The permanent endowment in 1907 was \$368,681.

The Columbia Law School has its library of 30,000 volumes and class rooms in the north wing of the great University library building. It has an annual income from tuition fees of about \$38,000. Further information as to its endowment is not at hand.

The Law School of Chicago University has a building which with the grounds cost \$380,000. It has a library of 29,000 volumes and an annual income from tuition fees of about \$42,000. Its income from the general university endowment is not published but seems to be abundant.

Leland Stanford Junior Law School has an equipment about the same as that of our school, except that it has a larger reading room and a more complete library.

The University of Michigan has a law library of 21,500 volumes and a law building which must have cost several hundred thousand dollars and is supported by taxation.

The University of Wisconsin has a library of 14,000 volumes, a building worth \$100,000, an annual income from taxation of \$23,000, and from tuition fees \$7,000.

The University of Pennsylvania has building and grounds worth \$500,000, a library of 33,000 volumes and an income of \$44,000.

The Cornell Law School has a building worth \$100,000 and a library of 35,000 volumes.

*The Yale Law School has a building worth \$134,000, an*

endowment fund of \$150,000 and a library of 24,000 volumes.

Northwestern University Law School is located in a large building owned by the University and located at the corner of Lake and Dearborn Sts. in Chicago. It has a library of more than 16,000 volumes and is supported in part by the general university funds.

The Cincinnati Law School has a building worth \$60,000, an endowment fund of \$380,000 and a library of 8,000 volumes.

During this year we have had in attendance forty-eight men holding degrees, eleven men who have done three years, eight men who have done two years and thirteen men who have done one year of college work and fifty-three high school men. Had the attendance of our Law School been confined during the past year to men holding college degrees and those qualified to enter the senior class of Adelbert College we would have a deficit of about \$7,000 at the close of the year.

Had we adopted the Chicago plan of giving the degree of J. D. to college graduates and LL. B. to high school graduates, receiving an average grade of eighty-five per cent. in all examinations, we might have held the greater portion of our students.

But it may be contended that the college requirement would attract more college men. This may be true to some extent, but it is not free from doubt. The number of Ohio men holding degrees in attendance at other than Ohio law schools is not large. At Harvard there are twenty-nine; of these fourteen are from Ohio Colleges, six from Yale, seven from Harvard and two from other colleges. How many of these men would have come to our school if we had had the college requirement is doubtful. Columbia has exactly the same requirement as Harvard and yet there are fifty-two college graduates from New York City attending

Harvard Law School. Why do they not stay at home and go to Columbia?

Chicago University requires three years of college credits or high standing in examinations by others and offers the degree of J. D.; Northwestern University in the same city requires only a high school course and offers a degree of LL. B. Tuition at Chicago is \$150, and at Northwestern \$175. Chicago has a library of 29,000 as against 16,000 at Northwestern and yet Northwestern has sixty-four men holding college degrees.

The Boston University Law School located almost under the eaves of Harvard Law School, at present requiring only a high school preparation, charging the same tuition fees and offering advantages that probably no one would claim equal to those offered by Harvard, has forty-four students holding college degrees, and some of these are from Harvard.

As far as Ohio students are concerned there has always been a tradition among some Ohio college men that it was advisable to go east for professional training if possible. This tradition is not so strong as it used to be, but can we expect to see it entirely eradicated in the near future?

Columbia has seven Ohio students holding degrees from Ohio colleges, and two from other colleges. Chicago has ten Ohio men holding Ohio degrees and two holding degrees from other colleges. Northwestern has two and Michigan has thirteen Ohio men holding degrees. These with those at Harvard are all Ohio men holding degrees that are attending schools outside of Ohio that we have been able to find from a careful perusal of catalogues. The total number of such men is sixty-one or thirteen less than the number of our men having less than three years of college credits. Would any change in our requirement attract any *considerable* proportion of these men?

It may be thought that contributions from friends could be secured to make up any deficit, but it would seem that such contributions might be more easily secured before than after the deficit accrued. The history of gifts to professional schools in this country is not such as to justify too great reliance upon this hope. From the report of the United States Bureau of Education published in 1906 we learn that per student capita the schools of Theology have buildings and grounds worth \$1,737, while the medical schools have \$578 and the law schools \$164. In endowment the schools of Theology have per capita student \$3,249, while the medical schools have \$73, and the law schools \$88. In Libraries the schools of Theology have per student capita 209 volumes while the Law Schools have 33 and the Medical Schools 8. The fact that the Harvard Law School with its long and honorable career has an endowment fund of less than \$400,000 is significant.

During 1906 the benefactions of these schools were as follows:

Theology \$3,271,480.00; Medicine \$454,590.00; Law \$5,456.00.

When soliciting funds for our law school we have frequently met with the sentiment that the lawyers should take care of the law schools. This is apparently the sentiment of the country at large and much that has been done for the law schools has been done by lawyers or the families of lawyers. Much that has been done for our school has come in this way. The gifts of books from Mrs. Judge Sherwood, William H. Gaylord, Jarvis M. Adams, Judge Dickman during his life and Mrs. Dickman, since the death of her husband, together with the gifts of Mrs. Backus, all attest to the interest which lawyers and their families have taken in our school. Then, too, we may not fully appreciate what has been done for our school by the lawyers who have done our teaching. Receiving only nominal compensation they



have given enthusiastically and lavishly of their time and strength. Had these men been paid for their services as other schools of the same rank pay for similar services, the aggregate cost of teaching to our school during the past sixteen years would have been increased \$129,000.00. But, in addition to their time and strength, these men have given freely of their money, some returning to the school all that was due them for teaching.

Our school already has an endowment three times greater, buildings and grounds four times more valuable and a library twice as large as the average law school, and yet it is very deficient in reading room space and library when compared with other schools containing the same or even smaller percentages of holders of college degrees. As has already been stated, by a comparatively small expenditure of money we can put our school on practically as good a footing in these respects as any school in the country, but it is doubtful whether even such expenditures should be made before the indebtedness of the school has been paid.

The necessity for raising the standard of educational requirements of men entering the law is as great today as ever, but whether it is the duty of our school to jeopardize its future by taking a stand at this time which might seriously reduce the income of the school is well worthy of most careful consideration.

Respectfully submitted,

EVAN H. HOPKINS, Dean.

## REPORT OF THE DEAN OF THE COLLEGE OF DENTISTRY.

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### *To the President:*

The past year has been most pleasant and satisfactory. The enrollment for the year has been 75 as follows: Seniors 25; Juniors 25; Freshmen 25.

These students came from Ohio, Pennsylvania, New York, Michigan, California, Indiana, Colorado, West Virginia, Quebec, Russia and Prussia.

The faculty has been strengthened by the addition of experienced teachers trained in various Colleges; the course has been systematized and much improved; the most modern methods of manipulative and scientific operation have been taught.

The relations of the different members of the Faculty between themselves, with the students and between the latter, have been pleasant and harmonious.

Up to date the department has graduated 337 men, many of whom have achieved high honor in the profession. About one-third of those graduated practice in or near Cleveland.

The Wilsonian Society, Delta Sigma Delta, and Psi Omega are organizations connected with the College; each of which labors for the welfare of the students in its respective channel.

Several students have already stated their intention of matriculating the ensuing year, thus auguring well for a numerically successful term.

The clinic has grown to an extent beyond the requirements of the students, a most desirable though unique feature in a dental college. This places the graduates of Western Reserve University, College of Dentistry, at a considerable advantage; insuring, as it does, that their pro-

professional knowledge and ability is based on actual experience and a practical (not simply theoretical), foundation, and that their manipulative power and manual dexterity has been acquired as a result of practice at their art under conditions exactly similar to those which will confront them in practice.

The operatory and laboratories are open from 9:30 a. m. to 4:30 p. m., a total of 42 hours per week, during which time actual clinical work is being performed in the mouth under conditions similar to those prevalent in actual practical office work.

It would be a grand and desirable thing for our University, and also the progress of our city as a great and varied educational center, as well as a great boon to many of its poor and unfortunate, if the College of Dentistry could have a building more suitable to its needs, the growing demands of the times, and the remarkable progress of dentistry in all branches. The use of the present building is a handicap; yet, notwithstanding this drawback, the graduates of this school are recognized to have no superiors. A new roomy well-lighted building, fitted with our present good equipment, would add largely to our prestige and usefulness in making better dentists, and at the same time be an especial blessing to those too poor to pay the charges of the most moderate regular practitioners. The building of dental colleges and dental hospitals is a branch of charity long neglected which is now being financially recognized in Great Britain.

It is to be hoped that someone with means shall have his attention directed to an avenue of effort which will result in an improvement of the health of the people at large; the poorer people directly, and the more substantially endowed by means of the training developed in assisting the others.

Many who would liberally subscribe to means for curing ills overlook the fact that dental work properly done prevents a train of ill-effects sure to follow the neglect of the mouth; all of which would have been avoided by dental attention. The neglected mouth is now by reasoning medical men recognized as a prime factor in the onset of many diseases.

Very respectfully yours,

THOMAS J. McLERNON, Dean.

## REPORT OF THE DEAN OF THE LIBRARY SCHOOL.

### *To the President:*

The past year in the Library School has been one of growth and increased strength in organization.

The enrollment for the year 1907-8 was 51, as follows: Regular students 14; special students 37. During the year there were 3 withdrawals.

49 students came from Ohio; 1 from Pennsylvania; 1 from Turkey. Of the total number who entered the school (51) 16 hold degrees; 22 have had one or more years of college training and 44 have had library experience.

The colleges represented are as follows:

Ohio Wesleyan University.....	1
Oberlin College .....	5
Mt. Holyoke College .....	1
International College (Smyrna).....	1
Baldwin University .....	1
University of Michigan .....	1
Cornell University .....	1
University of Toronto .....	1
College for Women, W. R. U.....	10

The following changes in the faculty are to be noted: In June, 1907, Miss Julia M. Whittlesey, who has been connected with the school as an instructor, was made Director. Miss Bertha Barden of the class of 1907 of the Library School was appointed to the staff as Reviser and Assistant. Miss Gertrude E. Woodard having resigned as instructor in Bookbinding, Miss Elizabeth Griffin, Supervisor of binding in the Cleveland Public Library, has carried the course. This has been reorganized to more nearly fit it *to the needs of a library worker in her knowledge of bind-*

ings. During the past year, also, the course in Library Organization has been more thoroughly organized under the direction of Miss Linda Eastman. The course of six lectures on the organization of a small library as given by Miss Alice S. Tyler, Secretary of the Iowa State Library Commission, was increased to ten lectures and made more an integral part of this course in Library Organization.

During the year several librarians have visited the school and spoken informally to the students.

The practical work required from the students in the libraries of the city has been increased in amount and more systematically supervised.

This year the trip to visit the Pittsburgh libraries was made to include the Allegheny, Pa., library. It was taken during the three days preceding the Easter vacation. The students were accompanied by Miss Whittlesey and Miss Henry.

Respectfully submitted,

W. H. BRETT, Dean.

## REPORT OF THE LIBRARIAN OF ADELBERT COLLEGE.

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The funds available for the year 1907-1908, in addition to the unexpended balances of the previous year, were reported by the treasurer as follows: For the Department of Political Science, \$1,063.76, for the Department of Sociology, \$1,044.69, these amounts to cover expenditures of the past year as well as the year to come; for distribution among the other departments, \$3,000. In addition to these sums the treasurer honored bills covering expenditures approved jointly by the departments of Political Science, Economics, and History, and amounting to \$459.39. At a meeting held October 7, 1907, the Schiller-Goethe Monument Association appropriated for the year ending September 16, 1908, the sum of \$1,000, for the purchase of books for the study of the German language and literature at Adelbert College and the College for Women. Professor Charles Harris of Adelbert College and Professor R. W. Deering of the College for Women were named as trustees of the Association to see that the terms of the gift were carried out. This generous gift was immediately available, and has been spent during the past year.

The \$3,000 available for distribution among the departments was divided as follows: Binding, \$250; Biology, \$100; Chemistry, \$100; Economics, \$100; English, \$250; Geology, \$100; German, \$140; Greek, \$100; History, \$240; Latin, \$100; Mathematics, \$40; Philosophy, \$100; Physics, \$100; Romance Languages, \$200; Periodical Fund, covering all departments except Political Science and Sociology, \$1,080. The Periodical Fund was based on the following annual expenditure by departments, the cost of the International Catalogue of Scientific Literature being shared *equally* by the five scientific departments: Biology, \$134;

Chemistry, \$101; Economics, \$36; English, \$69; Geology, \$44; German, \$60; Greek, \$58.50; History, \$57; Latin, \$58.50; Library Committee, \$206; Mathematics, \$37; Physics, \$59; Philosophy, \$85; Romance Languages, \$75.

The statistics of additions are as follows:

	Books	Pamphlets
By gift .....	576	623
By purchase .....	2,775	
By exchange .....	35	
Total entered in accessions-book.....	3,386	
Volumes in library May 1, 1907.....	54,503	
Total May 1, 1908 .....	57,889	

This number includes the Kirtland Collection of 2,160 volumes, deposited in the Biological Laboratory, but is exclusive of duplicates, unbound volumes of periodicals, and several thousand college catalogues, not entered in the accessions-book. During the year there were 11 volumes of duplicates and 20 unbound and 2 bound volumes, not duplicates, received as gifts in addition to those recorded above. We have now more than 2,000 volumes of duplicates available for sale or exchange. Our pamphlet collection numbers approximately 13,125.

Following is a list of donors of books and pamphlets, exclusive of schools and colleges with whom we have exchange relations:

Ambler, H. L.	American Peace Society.
American Board of Commissioners for Foreign Missions.	Anderson, P. J.
American Bridge Co., New York.	Anderson, William.
American Congregational Association.	Andrew, A. P.
American Humane Education Society.	Arkansas—Secretary of State.
American Library Association.	Association for International Conciliation, N. Y.
American Marathi Mission.	Association of Collegiate Alumnae.
American Museum of Natural History.	Athens (Greece)—National University.
	Augustana Library.



- Balch, Thomas W.  
 Belgium—Royal Observatory.  
 Bemis, Edward W.  
 Benton, E. J.  
 Bill, C. P.  
 Bolton, Mrs. Sarah K.  
 Boston—Associated Charities.  
 Boston Book Co.  
 Boston Children's Aid Society.  
 Boston—Board of Overseers of the Poor.  
 Boston—Public Library.  
 Bourne, H. E.  
 Brown University.  
 Burton, Theodore E.  
 California—State Board of Charities.  
 California—Bureau of Labor Statistics.  
 California—Commission on Revenue and Taxation.  
 California—Secretary of State.  
 Cambridge—Public Library.  
 Canada—Geological Survey.  
 Canada—Department of Immigration.  
 Carnegie, Andrew.  
 Carnegie Free Library, Allegheny, Pa.  
 Carnegie Free Library Club, Braddock, Pa.  
 Carnegie Institute, Pittsburg, Pa.  
 Carnegie Institution of Washington.  
 Carnegie Library, Atlanta, Ga.  
 Carnegie Trust for the Universities of Scotland.  
 Chamberlain, Jacob.  
 Chicago Kindergarten Institute.  
 Civic Federation of Chicago.  
 Cleveland Associated Charities.  
 Cleveland—Department of Buildings.  
 Cleveland—City Clerk.  
 Cleveland Educational Commission.  
 Cleveland Medical Journal Co.  
 Cleveland Public Library.  
 Clews, Henry.  
 Clinic Publishing Co.  
 Cogswell Dental Supply Co.  
 Colorado—Bureau of Labor Statistics.  
 Colorado Fuel and Iron Co.  
 Commercial National Bank of Chicago.  
 Conference for Education in the South.  
 Congregational Education Society.  
 Connecticut—State Board of Charities.  
 Connecticut—Bureau of Labor Statistics.  
 Curtis, M. M.  
 Curtis, William E.  
 Cushing, H. P.  
 Danton, G. H.  
 Davos Public Interests Association.  
 Dunmore, W. T.  
 Eliot, Charles W.  
 Ellis, Wade H.  
 Emmet, T. A.  
 Finance Publishing Co.  
 Florida—Agricultural Department.  
 Flower Memorial Library.  
 Forbes Library, Northampton, Mass.  
 Foote, Edward B.  
 Fowler, H. N.  
 Fukuzawa, Sampachi.  
 Galbreath, C. B.  
 Gallant, A. E.  
 Galpin, S. L.  
 Georgia—Geological Survey.  
 Green, Samuel A.  
 Haring, H. A.  
 Haring, Mrs. H. A.  
 Harrington, J. L.  
 Harris, Charles.  
 Hart, Albert Bushnell.  
 Hartford Theological Seminary.  
 Harvard University.  
 Haviland & Co.  
 Hawaii Promotion Committee.  
 Hayes, E. A.  
 Higginson, Eduardo.  
 Higginson, Thomas Wentworth.  
 Hispanic Society.  
 Holyoke Public Library.

- Howland, Harold J.  
 Hubbard, Elbert.  
 Illinois (state).  
 Illinois—Bureau of Labor Statistics.  
 Indiana—Board of State Charities.  
 Indiana—Public Library Commission.  
 Indiana—Secretary of State.  
 Indiana—Bureau of Statistics.  
 International Bureau of American Republics.  
 Iowa—Board of Control.  
 Iowa—Bureau of Labor Statistics.  
 Iowa—Department of State.  
 Jassy (Roumania)—University.  
 John Crerar Library.  
 Justi, H. D., & Son.  
 Kansas—Board of Control.  
 Kansas University—Geological Survey.  
 Kellogg, C. D.  
 Lake Mohonk Conference on International Arbitration.  
 Lange, Gunnar.  
 Lee, G. W.  
 Lemperly, Paul.  
 Los Angeles—Chamber of Commerce.  
 Loubat, Duc de.  
 Louisiana—Geological Survey.  
 Louisville—Free Public Library.  
 Maine (state).  
 Maine—Bureau of Industrial and Labor Statistics.  
 Marsh, Arthur R.  
 Maryland—Bureau of Industrial Statistics.  
 Maryland—Secretary of State.  
 Massachusetts (state).  
 Massachusetts—State Board of Charity.  
 Massachusetts—Bureau of Statistics of Labor.  
 Mather, Mrs. Samuel.  
 Medical Herald Publishing Co.  
 Merck, E.  
 Michigan—Bureau of Labor.  
 Michigan—State Library.  
 Michigan University.  
 Michigan University Library.  
 Michigan Academy of Science.  
 Michigan Farmer.  
 Minneapolis—Public Library.  
 Minnesota—Board of Control.  
 Minnesota—Bureau of Labor.  
 Minnesota—Secretary of State.  
 Minnesota—Tax Commission.  
 Mississippi—Department of Archives.  
 Missouri—State Board of Charities.  
 Missouri—Bureau of Labor Statistics.  
 Montana—Bureau of Agriculture, Labor, etc.  
 National Association for the Prevention of Tuberculosis.  
 National Association of Manufacturers.  
 National Civic Federation.  
 National Civil Service Reform League.  
 National Indian Association.  
 National Manufacturers Co., New York.  
 Nebraska—Bureau of Labor and Industrial Statistics.  
 Nebraska—Department of Public Instruction.  
 New England Historical and Genealogical Society.  
 New Hampshire—Bureau of Labor.  
 New Jersey—Geological Survey.  
 New Jersey—State Library.  
 New Jersey—Bureau of Statistics of Labor.  
 New Mexico (state).  
 New Talmud Publishing Co.  
 New York (state).  
 New York—Board of Public Charities.  
 New York—Conference of Charities and Correction.  
 New York—Department of Labor.  
 New York—State Library.  
 New York—Reformatory at Elmira.

- New York—Salary Classification Commission.  
 New York—University of the State of.  
 New York Civil Service Reform Association.  
 New York Graduates Club.  
 New York Latin Club.  
 New York University Club.  
 Nicolson, Frank W.  
 Ohio—Board of State Charities.  
 Ohio—Geological Survey.  
 Ohio—Board of Health.  
 Ohio—Bureau of Labor Statistics.  
 Ohio—State Library.  
 Ohio—Board of Medical Registration.  
 Ohio Archaeological and Historical Society.  
 Ohio Society of New York.  
 Oliver Ditson Co.  
 Omaha—Public Library.  
 Order of the Golden Age.  
 Pennsylvania—Bureau of Industrial Statistics.  
 Penton Publishing Co.  
 Phelan, R. V.  
 Philippine Bureau of Education.  
 Plafner, Samuel R.  
 Pope, P. M.  
 Putnam, Mrs. L. S.  
 Pratt Institute Free Library.  
 Presbyterian Church in the United States.  
 Providence—Public Libraries.  
 Putnam, M. K.  
 Raymond, G. L.  
 Religious Education Association.  
 Religious Liberty Bureau.  
 Republican National Committee.  
 Reserve World Board.  
 Rhode Island Bureau of Industrial Statistics.  
 St. Louis Merchants Exchange.  
 San Francisco Colon & Red Cross Fund.  
 Seale, J. F. & Sons Co.  
 School of Education.  
 School of Industrial Education.  
 Schools, Public.  
 Seattle—Public Library.  
 Severance, L. H.  
 Seymour, T. D.  
 Sickels, Col. David B.  
 Smith, William H.  
 Smithsonian Institution.  
 Somerville—Public Library.  
 South Park Commissioners, Chicago.  
 Southern Pacific R. R. Co.  
 Stephenson Public Library, Marinette, Wis.  
 Stern, L. M.  
 Stevens, B. F., & Brown.  
 Stroup, Rev. N. W.  
 Syracuse Public Library.  
 Telleen, J. M.  
 Teller, H. M.  
 Theosophical Society.  
 Thwing, Charles F.  
 Tindall, Dr.  
 Toledo—Public Library.  
 Tower, O. F.  
 Townsend, Miss Eliza E.  
 Tucker, Willis G.  
 Tuskegee Institute.  
 Union Pacific R. R. Co.  
 United Engineering & Foundry Co.  
 United States Government.  
 United States—Bureau of Ethnology.  
 United States—Library of Congress.  
 United States—Spanish Treaty Claims Commission.  
 United Trades & Labor Council.  
 Universidad Nacional de La Plata.  
 Uruguay—Dirección General de Estadística.  
 Utah—Bureau of Statistics.  
 Vanderbilt University.  
 Virginia—Bureau of Labor & Industrial Statistics.  
 Warren, Fred D.  
 Washington—Citizens Inaugural Committee.  
 Washington University Association.  
 Weber, Samuel E.

Wesleyan University.	Williams, Henry G.
West Virginia—Bureau of Labor.	Williamson, C. C.
W. R. U.—Class of '09—Annual Board.	Wisconsin—Free Library Commission.
W. R. U.—Adelbert College—English Class.	Wisconsin—Bureau of Labor & Industrial Statistics.
W. R. U.—College for Women.	Wisconsin—Tax Commission.
White, John G.	Wisconsin—University.
Whitman, F. P.	Y. M. C. A.—Ohio Branch.
Wilcox, Mrs. Aaron Morley.	

In the work of the two new departments, Sociology and Political Science, many state, municipal, and society publications are needed. Most of these are not in the trade, but are to be had, if at all, by writing directly to the bodies publishing them. It frequently happens that several letters must be written before the desired document is obtained, and, in the case of state and other publications regularly issued, lists must be kept and checked up frequently, to insure the acquisition of such reports before the editions are exhausted. This takes time, and at the request of the Library Committee an additional assistant was temporarily employed, to help in this and similar work. A new Underwood typewriter, added to our equipment in November, 1907, has proved of great service in our correspondence and order work.

During the summer vacation a large part of the history section was shelf-listed, with the assistance of Miss Barden, Miss Parsons, and Miss Sadlier, of the class of 1908, Library School, the portions covered being ancient history, Europe, Asia, Africa, and most of North America.

The establishment of the evening classes, which are held in the library building, has necessitated an extension of the library hours. Beginning in February, 1908, in addition to the regular hours, 8 a. m. to 5:30 p. m., the building has been open on Monday, Tuesday, Thursday, and Friday evenings from 7 to 9:30. It is to be regretted that the use of the building in the evening hours by the regular students is but little more encouraging than it was in 1900-1901, when

we tried the experiment of evening opening for a whole year.

The rapid increase in value of many of our older works suggests the thought that the time is not far off when we must face the alternatives of closing the stackrooms to the general public, or of removing the more valuable volumes and storing them in closed cases, access to which shall be restricted. During the past year a number of volumes and sets were taken from the open shelves and placed in cases less accessible to the public. Many considerations affecting the work of the past year emphasize each day the pressing need of more room. To save a labored repetition of previous statements permit me to refer to the paragraphs in my last year's report touching upon this matter.

The year has been notable in the quality of the additions to the library. Many sets of permanent value have been added. Conspicuous among these are complete sets of the United States Statutes at Large, the British Statutes at Large, and the British and Foreign State Papers. Arrangements have been made for the completion of our set of Hansard's Debates, and for the purchase of a complete set of Martens' *Recueil des Traités*. The \$1,000 gift of the Schiller-Goethe Monument Association enabled the German department both to follow up its plans for the rounding out of the collections of older works of literary importance, and to add a large number of volumes of criticism of Goethe, Schiller, Grillparzer, and others. The new German books contain a bookplate showing the source of the funds from which they were purchased.

A gift of peculiar interest and value was that of Mr. Paul Lemperly of a volume entitled "In Memoriam Adelbert B. Stone," and published in Cambridge at the Riverside Press in 1866. Another addition unique in a way is a roto-graphic copy of the Worcester Cathedral Ms. 172, containing, among other writings, a Middle-English prose version

of the Gospel of Nicodemus. This is the first of a series of reproductions of valuable manuscripts in European collections which it is hoped may be made under the patronage of the libraries of American universities.

Following are some of the year's accessions listed by classes:

*Political Science, Law, International Law, Diplomacy, etc.* Kenny—Outlines of criminal law; Hershey—International law and diplomacy of the Russo-Japanese war; Barker—Political thought of Plato and Aristotle; Dicey—Lectures on law and public opinion in England; Foster—Practice of diplomacy; Goodnow—City government in the United States; Foster—American diplomacy in the Orient; Foster—Arbitration and the Hague court; Bryce—American commonwealth, 3d edition, 2 volumes; Schierbrand—Germany; Willoughby—Political theories of the ancient world; Scherger—Evolution of modern liberty; Macy—Party organization; Hobson—Imperialism; Dougherty—Electoral system of the United States; The Arbitrator in council; Taylor—Treatise on international public law; Ashley—The American federal state; Compiled statutes of the United States, ed. Mallory, 4 volumes; Nys—Le droit international, 3 volumes; Grotius—De jure belli et pacis, 3 volumes; Dicey—Law of the constitution; Darby—International tribunals; Baker—First steps in international law; Ashley—Local and central government; Oppenheim—International law; Redlich—Local government in England, 2 volumes; Jenkyns—British rule and jurisdiction beyond the seas; Piggott, compiler—Imperial statutes applicable to the colonies, 2 volumes; Owen—Declaration of war; May—Treatise on the law and privileges of Parliament; Wright & Hobhouse—Outline of local government and taxation in England and Wales; Holtzendorff—Handbuch des Völkerrechts, 4 volumes; Dunning—History of political theories from Luther to Montesquieu; Jenks—Law and politics in

the Middle Ages; Hatton—Digest of city charters; Ratzenhofer—Wesen und Zweck der Politik, 3 volumes; Hatschek—Englisches Staatsrecht, 2 volumes; Creasy—First platform of international law; Maurice—Hostilities without declaration of war; Foster—Commentaries on the constitution; Coxe—Essay on judicial power and unconstitutional legislation; Cleveland—Growth of democracy in the United States; Carr-Gomm—Handbook of the administration of Great Britain; Canadian Annual Review, 6 volumes; Dupriez—Les ministres dans les principaux pays d'Europe et d'Amerique, 2 volumes; Esmein—Éléments de droit constitutionnel français et comparé; Bonfils—Manuel de droit international public; Arnoult—De la révision des constitutions; Barthélemy—Le rôle du pouvoir exécutif dans les républiques modernes; Duguit—Manuel de droit constitutionnel; Lapradelle & Politis—Recueil des arbitrages internationaux; Nys—Les origines du droit international; Pétin—Les Etats-Unis et la doctrine de Monroe; Pradier-Fodéré—Cour de droit diplomatique, 2 volumes; Pradier-Fodéré—Traité de droit international public, 9 volumes; Speyer—La constitution juridique de l'empire colonial britannique; O'Meara—Municipal taxation; Follett—Speaker of the House of Representatives; Phillimore—Commentaries upon international law, 2 volumes; Trendelenburg—Naturrecht; Walcker—Politik der konstitutionellen Staaten; Walter—Naturrecht und politik; Bradford—Lesson of popular government, 2 volumes; Wilson—Works, 2 volumes; Oberholtzer—Referendum in America; Ireland—Province of Burma (Colonial administration in the Far East), 2 volumes; Nisbet—Burma under British rule—and before, 2 volumes; Strachey—India; Danvers—The Portuguese in India, 2 volumes; Grego—History of parliamentary elections; Hinckley—American consular jurisprudence in the Orient; City of Cleveland—Revised ordinances, 1907; Select essays in Anglo-American legal history, v. 1; British and

foreign state papers, 96 volumes; Great Britain—Statutes at large, Magna Charta to 1869, 109 volumes; Great Britain—Public general statutes, 1870-1907, 39 volumes; United States—Statutes at large, 1789-1907, 34 volumes; National civic federation—Municipal and private operation of public utilities, 3 volumes; Bourinot—Parliamentary procedure and practice in Canada; Halleck—International law, 4th edition revised by Baker, 2 volumes.

*German.* Alexander, Graf von Württemberg—Gesamtausgabe; Anzengruber—Gesammelte Werke; Fulda—Werke, 25 volumes; Fröhlich—Gesammelte Schriften; Grillparzer—Werke, 5 volumes; Hamerling—Werke, 11 volumes; Hartmann—Werke; F. L. Jahn—Werke; Kopisch—Werke; Ludwig I, König von Bayern—Gedichte; Malss—Volkstheater in Frankfurter Mundart; Moeller-Bruck—Die moderne Litteratur; W. Müller—Vermischte Schriften; Nathusius—Gesammelte Schriften; Nissel—Ausgewählte dramatische Werke; Putlitz— Lustspiele; Reuter—Sämmtliche Werke (volumes to complete our set); Schlögel—Schriften; Chr. von Schmid—Gesammelte Schriften; Schwab—Kleine prosaische Schriften; Stelzhamer—Ausgewählte Dichtungen; Stoltze—Novellen und Erzählungen in Frankfurter Mundart; Stoltze—Gedichte in Frankfurter Mundart; Album der Tiedge-Stiftung, v. 1; Franz von der Velde—Sämmtliche Werke; Wienbarg—Aesthetische Feldzüge dem jungen Deutschland gewidmet; Briefwechsel zwischen Theodor Storm und Gottfried Keller; Arndt—Erinnerungen aus dem äusseren Leben; Blumenhagen—Werke; Ebers—Werke, 34 volumes; Geibel—Werke, 8 volumes; Grosse—Dramatische Werke und Gedichte, 8 volumes; Hoffmann—Werke, ed. Grisebach, 15 volumes; Keller—Der grüne Heinrich, erste Auflage, 4 volumes; Lessing—Werke, ed. Boxberger, 17 volumes; Lothar—Das Wiener Burgtheater; Platen—Werke, ed. Redlich; Proelss—Geschichte der deutschen Schauspielkunst,



Rückert—Werke, ed. Beyer, 3 volumes; Saphir—Werke, 26 volumes; Luther—Werke, kritische Gesamtausgabe, 26 volumes received; Deutsches Museum, ed. Boie, 1776-1788, 26 volumes; Monatshefte für deutsche Sprache und Pädagogik, complete set; German American Annals, complete set; Briefe über die Merkwürdigkeiten der Literatur; Annette von Droste-Hülshoff—Werke, 4 volumes; Hoffmann von Fallersleben—Werke, 8 volumes; Körner—Werke, ed. Stern, 3 volumes; Köstlin—Martin Luther, last edition, 2 volumes; Moltke—Schriften, 8 volumes; Novalis—Schriften, ed. Heilborn, 2 volumes; Storm—Werke, 8 volumes; Tromlitz—Schriften, 20 volumes; Kuno Fischer—Goethe-Schriften, 3 volumes; Kuno Fischer—Schiller-Schriften; Schiller—Werke, ed. Boxberger & Maltzahn, 10 volumes; Der Weiss-Kunig, ed. Alwin Schultz; Germanistische Abhandlungen, ed. Weinhold, 18 volumes to complete our set; Wichert—Gesammelte Werke, 17 volumes. Besides the above there may be mentioned typical or representative works, or odd volumes to complete our sets, of the following authors: R. Hildebrand, Karl Beck, Biernatzki, Wilhelm Busch, Ada Christen, Daumer, Eckstein, J. G. Fischer, François, Frenssen, Gerok, Giseke, Gottschall, Klaus Groth, Hauptmann, Hoffmann, König, Lindau, Linden, Lingg, Meissner, Meysenbug, Mundt, Paalzow, Pfau, Pfizer, Pocci, Prutz, Pückler-Muskau, Rank, Redwitz, Rehfues, Ring, Scherer, Spindler, Spitta, Stägemann, Sudermann, K. J. Weber, Willkomm, Willibald Alexis, Feuerbach, Görres, Griesebach, Jensen, Lenz, Schede, Simrock, Richard Voss, Zesen, Franzos, Lazarus, Ranke. We are unable for lack of space to mention the large number of works on Goethe and Schiller which were added during the year. In all the accessions to this department numbered more than 800 volumes.

*Sociology.* Parsons—The family; Le Rossignol—Orthodox socialism; Merriam—The Negro and the nation;

Gomme—Primitive folk-moots; Commons—Races and immigrants in America; Washington—Up from slavery; Stelzle—Boys of the street; Münsterberg—The Americans; Kern—Among country schools; Dennis—Christian missions and social progress; Kellor—Experimental sociology: Delinquents; Davenport—Primitive traits in religious revivals; Smyth—Physical deterioration; Devine—Principles of relief; Dawson—German life in town and country; Brinton—Basis of social relations; Whelpley—Problem of the immigrant; Henderson—Modern methods of charity; Dealey & Ward—Textbook of sociology; Spargo—Bitter cry of the children; Giddings—Readings in descriptive and historical sociology; Giddings—Theory of socialization; George—Menace of privilege; Rowntree & Sherwell—Taxation of the liquor trade; Roberts—Anthracite coal communities; Salmon—Domestic service; Booth—After prison—what?; Willis—Our Philippine problem; Brandenburg—Imported Americans; Kellor—Out of work; Richardson—The long day; Besant—East London; Betts—Leaven in a great city; Robinson—Improvement of towns and cities; Cutler—Lynch law; Bailey—Modern social conditions; Robinson—Modern civic art; Woods—Mental and moral heredity in royalty; Steiner—On the trail of the immigrant; Calkins—Substitutes for the saloon; Shaler—The neighbor; Physiological aspects of the liquor problem, 2 volumes; Hapgood—Autobiography of a thief; Cooley—Human nature and the social order; Van Vorst—The woman who toils; Steffens—Shame of the cities; Lazare—Antisemitism; Riis—Children of the poor; Ward—Psychic factors of civilization; Ward—Applied sociology; Keezer—Law of marriage and divorce; Amos—Laws in force for the regulating of vice; Woods—The poor in great cities; Booth—Life and labour of the people in London, 17 volumes; London county council—Housing question in London, 1855-1900; Wells—The future in America; DuBois—The Philadelphia Negro;

Stirner—The Ego and his own; Ward—Pure sociology; Institut international de sociologie—Annales, 11 volumes; L'Année sociologique, 10 volumes; Draghicesco—Du rôle de l'individu dans le déterminisme social; Lombroso—L'homme criminel, 3 volumes; Finot—Race prejudice; Loch—Methods of social advance; Glazer—Jews of Iowa; Washington—Future of the American Negro; Woods—City wilderness; Anthropological Institute of Great Britain and Ireland—Journal, v. 32-36, *in continuation*; Ensor—Modern socialism; Sociological society—Sociological papers, v. 3, *in continuation*; Flynt—World of graft; Hull House maps and papers; Merivale—Lectures on colonization and colonies; Ross—Sin and society; King—Theology and the social consciousness; Carnegie—Gospel of wealth; Ross—Social control; Jenks—Citizenship and the schools; Lloyd—Newest England; Tarde—Laws of imitation; Russell & Rigby—Making of the criminal; Hyde—Outlines of social theology; Hall—Three acres and liberty; Fremantle—The world as the subject of redemption; Ely—Socialism; Baker—American problems; Blackmar—Elements of sociology; Baskerville—The Polish Jew; Train—Prisoner at the bar; Bosanquet—The family; Hillquit—History of socialism in the United States; Hodges—Faith and social service; Carnegie—Triumphant democracy; Brown—Social message of the modern pulpit; Forrest—Development of western civilization; Kropotkin—Mutual aid; Bernheimer—Russian Jew in the United States; Small—General sociology; Mosely Industrial Commission—Reports of delegates; Mosely Educational Commission—Reports; Meakin—Model factories and villages; Meakin—Woman in transition; Magnus—Industrial education; Dawson—Social Switzerland; Barr—Mental defectives; Anderson—Criminals and crime; Lallemand—Histoire de la charité, 3 volumes; Fleury—L'âme du criminel; Durkheim—De la division du travail social; Carver—Sociology and social progress; Kidd—The essen-

tial Kaffir; Sumner—Folkways; Kerr—Inebriety; Webster—Primitive secret societies; Abbott—Israel in Europe.

*English and American Literature.* Melville—Works, 4 volumes; J. F. Clarke—Autobiography; Hale—James Russell Lowell; James—Roderick Hudson and The Bostonians; Stedman—American anthology; Woolman's Journal, ed. by Whittier; Howells—Literary friends and acquaintances; Trent & Wells—Colonial prose and poetry; Ware—Zenobia and Aurelian; Webster—Letters, ed. by Van Tyne; Franklin—Writings, ed. by Smyth, 10 volumes; Materialien zur Kunde des älteren englischen Dramas, v. 16-18; G. W. Curtis—Orations, 4 volumes; Poe—Complete works, ed. by Harrison, 17 volumes; Steiner—Early Maryland poetry; Stansbury & Odell—Loyal verses, ed. by Sargent; Clay—Works, ed. by Colton, 7 volumes; Sprague—Annals of the American pulpit, 9 volumes; Simms—Works, 17 volumes; Sir Thomas Browne—Works, 3 volumes; Moore—Songs and ballads of the American revolution; Halpine—Poetical works; Watson—Poems, 2 volumes; Watts-Dunton—Coming of love; Jusserand—Literary history of the English people, v. 2, part 1; Lounsbury—Text of Shakespeare; Cooke—Bibliography of James Russell Lowell; Theodore Parker—Works, 14 volumes; Baker—History in fiction, 2 volumes; Ritson—Ancient songs and ballads, rev. by Hazlitt; Johnson—Lives of the poets, ed. by Hill, 3 volumes; Omond—English metrists; Shirburn ballads, ed. by Clark; William Blake—Letters and life, ed. by Russell; Hessels—A late 8th century Latin-Anglosaxon dictionary; Ward & Waller—Cambridge history of English literature, as published; Ritson—Scottish songs, 2 volumes; MacCallum—Tennyson's Idylls of the king and Arthurian story.

*Latin and Greek Language, Literature and Archaeology.* Jebb—Growth and influence of classical Greek poetry; Plato—Opera, ed. Burnet, 5 volumes; Croiset—Histoire de la littérature grecque, 5 volumes; Campbell—Tragic drama

in Aeschylus, Sophocles and Shakespeare; Whibley—Companion to Greek studies; Plutarch—*Moralia*: Epilogus, recog. Bernardakis; Sanders—Roman historical sources and institutions; Seymour—Life in the Homeric age; Stephanus Byzantius—*Ethnicorum quae supersunt*, ed. Meineke, v. 1; Schwartz—*Scholia in Euripidem*, 2 volumes; Mendes da Costa—*Index etymologicus dictionis homericæ*; Andocides—*Orationes*, ed. Blass; Antoninus—*Commentariorum libri 12*, ed. Stich; Herodian—*Ab excessu divi Marci libri 8*, ed. Mendelssohn; Longinus—*De sublimitate*, ed. Jahn & Vahlen; Prellwitz—*Etymologisches Wörterbuch der griechischen Sprache*; Schubart & Wilamovitz-Moellendorff—*Griechische Dichterfragmente*; Xenophon—*De re equestri libellus*, ed. Tommasini; Diodorus—*Bibliotheca historica*, ed. Vogel & Fischer, 5 volumes; Isocrates—*Opera omnia*, ed. Drerup; Haigh—*Tragic drama of the Greeks*; Seneca—*Tragedies*, trans. by Miller; *Antike Denkmäler des kaiserlichen deutschen archæologischen Instituts, continuation*; Olympia, ed. Curtius & Adler, 10 volumes.

*Religion.* Otto—Naturalism and religion; Geikie—Life and words of Christ; Rhees—Life of Jesus; Peabody—Jesus Christ and the social question; Stevens—Teaching of Jesus; Speer—Principles of Jesus; Sanday—Outlines of the life of Christ; Mathews—Messianic hope in the New Testament; Bussell—Christian theology and social progress; James—Harmony of the Gospels; Mathews—Social teaching of Jesus; Campbell—The new theology; Clarke—Outline of Christian theology; Salmond—Christian doctrine of immortality; Gordon—Through man to God; Lippert—Der Seelencult.

*Philosophy, Psychology and Aesthetics.* Höffding—Problems of philosophy; Höffding—Philosophy of religion; Fullerton—System of metaphysics; Wake—Evolution of morality; Nahlowsky—Allgemeine Ethik; Ueberweg-Heinze—*Grundriss der Geschichte der Philosophie*, 4 volumes;

Westermarck—Origin of moral ideas, v. 1; Headley—Life and Evolution; Marshall—Aesthetic principles; Puffer—Psychology of beauty; Raymond—Essentials of aesthetics; Calkins—Persistent problems of philosophy; Arnold—Psychology applied to legal evidence; Harms—Ethik; Ellis—Study of British genius; Sturgis—Appreciation of pictures; Sturgis—Appreciation of architecture; Sturgis—How to judge architecture; Raymond—System of comparative aesthetics, 7 volumes; Ross—Theory of pure design; Deussen—Outline of the Vedanta system; Sturgis—Interdependence of the arts of design; Riley—American philosophy: The early schools; James—Pragmatism; Raymond—Essay in comparative aesthetics; Vaughan—Sins of society; Wedgewood—The moral ideal; Alexander—Short history of philosophy; Judd—Psychology, 2 volumes; Flint—Theism; Moll—Hypnotism; Podmore—Apparitions and thought transference; Parish—Hallucinations and illusions; Sterrett—Freedom of authority; Bonhöffer—Epictet und die Stoa; Guyau—La morale d'Épicure; Sidis & Goodhart—Multiple personality; Bernheim—Suggestive therapeutics; Hyslop—Science and a future life; Jastrow—The subconscious; Metaphysical magazine, 21 volumes; Watson—Philosophical basis of religion; Prince—Dissociation of a personality; Myers—Human personality and its survival of bodily death, 2 volumes.

*Economics.* Davis—Corporations, 2 volumes; East India Company—Register of letters, 1600-1619; Stevens, editor—Dawn of British trade to the East Indies; Macrosty—Trust movement in British industry; Nelson—Consolidated stock exchange of New York; Beale & Wyman—Law of railroad rate legislation; Clark—Essentials of economic theory; Griolet & Vergé—Code de commerce de la France; Hemmant—Regulations for the management of companies limited by shares; Great Britain—Companies acts, 1862-1900; Megone—Reports of cases under the Companies acts.

2 volumes; Hull—Practical problems in banking and currency; Fisher—Rate of interest; Snyder—American railways as investments; Greene—Corporation finance; Dunmore—Ship subsidies; McPherson—Working of the railroads; Macgregor—Industrial combination; Carr—General principles of the law of corporations; Finch—Federal anti-trust decisions, 2 volumes; Davenport—Economic development of a Norfolk manor; Lewis—The stanneries: Davenport—Value and distribution.

*Romance Languages.* Martinez—Arcipreste de Toledo; Silva y Figueroa—Comentarios, 2 volumes; Chiampel—Der engadinische Psalter; El libro de Alixandre; Sterzi—Una sacra rappresentazione; Sass, editor—L'Estoire Joseph; Stimming—Die altfranzösischen Motette; Gaster—Chrestomathie Roumaine, 2 volumes; Lavedan—Catherine; France—Histoire comique; France—Crainquebille; France—Sur la pierre blanche; Groussac—Une énigme littéraire: Le Don Quichotte d'Avellaneda; Aulard—Henri Taine; Barrès—Les amities françaises; France—Les désirs de Jean Servien; France—Pierre Nozière; Bello—Gramática de la lengua castellana, ed. Cuervo; Bazin—La terre qui meurt; Lepelletier—Paul Verlaine; Lumbroso—Souvenirs sur Maupassant; Salomon—Charles Nodier; Renan—Nouveaux cahiers de jeunesse; Zyromski—Sully Prudhomme; Ruiz—Libro de buen amor, ed. Ducamin; Zingarelli—La vita di Dante; Gautier—Portraits et souvenirs littéraires; Pilastre—Vie et caractère de Madam de Maintenon; Benoit de Sainte-Maure—Le roman de Troie, as published.

*History and Description.* Wallace—Russia, *new edition*; Howard—The German empire; Hohenlohe-Schillingsfurst—Memoirs, 2 volumes; Cambridge Modern History, *as published*; Motley—Correspondence, ed. Curtis, 2 volumes; Paine—Writings, ed. Moncure D. Conway, 2 volumes; Hunt & Poole—Political history of England, *as published*; Gee & Hardy—Documents illustrative of English church history;

Andrews—Historical development of modern Europe, 2 volumes; Hart—American nation, *as published*; Lamprecht—Deutsche Geschichte, *as published*; Bodley—France; Dahlmann-Waitz—Quellenkunde der deutschen Geschichte, ed. 7; Lea—History of the inquisition in Spain, *as published*; Doniol—La révolution française et la féodalité; Combes de Lestrade—Les monarchies de l'empire allemand; Mazzini—Life and writings, 6 volumes; Tocqueville—Correspondence and conversations with Nassau William Senior, 2 volumes; Sir Kenelm Digby—Private memoirs; Nicol—Political life of our times, 2 volumes; Hunter—History of British India, 2 volumes; Blum—Die deutsche Revolution, 1848-49; Trevelyan—American révolution, *as published*; Smith—Political history of slavery, 2 volumes; Murray, editor—Jeanne d'Arc; Perkins—France under Louis 15, 2 volumes; Perkins—France under the regency; Helps—Spanish conquest in America, 4 volumes; Emmet—Ireland under English rule, 2 volumes; Milyoukov—Russia; Fleming—Documentary history of reconstruction, 2 volumes; Greville—Memoirs, ed. Reeve, 8 volumes; Parker, editor—From the private papers of Sir Robert Peel, 3 volumes; Walpole—Life of Lord John Russell, 2 volumes; Correspondence of William 4 and Earl Grey, 2 volumes; Queen Victoria—Letters, ed. by Benson & Esher, 3 volumes; Recueil des historiens des Gaules et de la France, v. 24, *in continuation*; Madison—Writings, ed. Hunt, *as published*.

*Physics.* Chwolson—Lehrbuch der Physik, 3 volumes; Lommel—Lehrbuch der Experimentalphysik; Zeuner—Technische Thermodynamik; Höfler—Physik; Warburg—Lehrbuch der Experimentalphysik; Ebert—Magnetische Kraftfelder; Wiedemann & Ebert—Physikalische Praktikum; Zenker—Lehrbuch der Photochromie; Donath—Die Grundlagen der Farbenphotographie; Rutherford—Radioactive transformations; Landauer—Spectrum analysis; Edser—Light; Sheppard & Mees—Investigations of the photo-



graphic process; Fournier d'Albe—Electron theory; Thomson—Elements of the mathematical theory of electricity and magnetism; Hallock & Wade—Outlines of the evolution of weights and measures; Kayser—Handbuch der Spectroscopie; Kohlrausch—Lehrbuch der praktischen Physik, 10th edition; Royal Society of London—Philosophical transactions, Series A, v. 187-206, *in continuation*.

*Reference Works and Bibliography.* Carnegie Library of Pittsburgh—Classified catalogue; Catalogue général des livres imprimés de la Bibliothèque Nationale, *as published*; Fortescue, editor—Subject index of the modern works added to the library of the British Museum, 1901-1905; Katalog der Bibliothek des Reichstages, 1895-1905, 10 volumes; Hinrichs—Fünffjahrs-katalog, 1901-1905, 3 volumes; Kayser—Bücherlexicon, 1903-1906, v. 1; Evans—American bibliography, v. 4, *in continuation*; Courtney—Register of national bibliography, 2 volumes; Jahrbuch der Bücherpreise, v. 1; Jahresverzeichnis der deutschen Universitätschriften, v. 20, *in continuation*; Meyers Grosses Konversations-Lexikon, 17 volumes; Wurzbach—Biographisches Lexikon des Kaiserthums Oesterreich, 60 volumes; Holzmann & Bohatta—Deutsches Anonymenlexikon, 4 volumes; Holzmann & Bohatta—Deutsches Pseudonymenlexikon; Wer ist's, 1908; Benham—Dictionary of quotations; Gubernatis—Dictionnaire des écrivains du monde latin; Hastings—Dictionary of Christ and the Gospels, 2 volumes; Deinhart & Schlomann—Technical dictionaries, v. 2; Electrical engineering.

Respectfully submitted,

EDWARD C. WILLIAMS, Librarian.

## REPORT OF THE LIBRARIAN OF THE COLLEGE FOR WOMEN.

### *To the President:*

In the Spring of 1907 the Trustees appropriated \$250 for cataloguing this Library. The work was begun July 1, 1907, and during the Summer, with the help mostly of student assistants, the classification was revised, a charging system put in, a shelf-list made and an author-and-title catalog begun. This catalog is now finished.

Two small rooms have been added to the Library as stack-rooms and three cases besides those already in use were placed in these rooms. Now only reference and reserve books are kept in the main room. The walls of these three rooms were tinted a pleasing shade of yellow, harmonizing admirably with the oak wood-work and furniture. Rubber matting has been laid, adding very much to the quiet of the room. Three suitable bulletin boards have been placed conveniently to the reserve shelves and Welsbach burners have been put on the chandeliers.

So much has been done for the Library, yet we still have a few needs; one of the most urgent is a case suitable for atlases and other books of like size. A new catalogue case will also be a necessity within a year.

Statistics of additions are as follows:

By gift to College library.....	20
By purchase to College library.....	232
By gift to Harkness library.....	23
By purchase to Harkness library....	57

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332

Direct purchases by the Library have totalled \$899.61.

A framed Temple of Herod has been presented to the Harkness library by Mrs. Aaron Wilcox of Washington, D. C.

An excellent selection of recent books relating to missions in China was added to the Florence Harkness library in time for use by the mission study classes during the second semester. Other books relating to missionary subjects were given to this library by Mr. H. M. Haydn. Among the more important books added may be mentioned the concluding volume of the Dictionary of Christ and the Gospels; Old Testament and Semitic studies in memory of William Rainey Harper, 2 v; Speer—Marks of a Man; Ladd—In Korea with Marquis Ito.

To the College library two valuable reference works have been added: The New International Encyclopaedia, 21 vols., and the Dictionary of National Biography, of which three volumes have now been received. Other books of note are Sloane's Life of Napoleon Bonaparte, 4 vols.; Méneval—Memoirs illustrating the history of Napoleon I, 3 vols.; Abrantès—Memoirs of Napoleon, 2 vols.; Miot de Melito—Memoirs; McPherson—Political history of the Rebellion; The American nation; ed. by A. B. Hart, vols. 22-27; Cromer—Modern Egypt, 2 vols; Duvergier—Collection complète des lois, décrets, etc., 1887-1906; Thième—Guide bibliographique de la littérature française; Cambridge history of English literature, vol. 1.

The following periodicals have been added to our list this year: American Physical Education Review, Charities, Collier's, Punch, Sunday School Times. The Library receives regularly forty periodicals; four of these are gifts. Harkness library receives seven, one of which is a gift. We are indebted to Professor Bourne for The Dial and to Mrs. H. N. Fowler for The American Journal of Archaeology.

This year for the first time an alumna has presented her own work to her alma mater. Florence Allen of the class of 1904 has given her poems called *Patris*.

Following is the list of donors :

Allen, Florence E.  
Boardman, M. S.  
Bourne, H. E.  
Bourland, B. P.  
Class of 1909, College for Women.  
Fowler, H. N.  
Fowler, Mrs. H. N.  
Haydn, Rev. H. C.  
Haydn, H. M.  
Platner, S. B.  
Potwin, Mrs. L. S.  
Stroup, Rev. N. W.  
Williamson, C. C.

Respectfully submitted,

CAROLINE E. WATERS, Librarian.

REPORT OF INSTRUCTOR OF PHYSICAL TRAIN-  
ING AND DIRECTOR OF THE ADEL-  
BERT GYMNASIUM.

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*To the President:*

During the month of September, all candidates for the foot-ball squad were given a physical examination. These men were all in good physical condition. During the year, at the beginning of the various athletic team seasons, all men who had not been previously examined were examined. It was not found necessary to exclude any candidate from any of the athletic teams on account of physical disability.

Freshmen were examined early in October, thus allowing an opening of the regular work earlier than usual. Three cases of chronic heart disease and one case of inguinal hernia were revealed by these examinations. Two cases of *tinea circinata* (ring-worm) were discovered among those using the department and excluded until recovery.

Out-door work was given until December. All classes were given Association foot-ball (Soccer) during this period.

The inter-class basket-ball league was again organized. The six teams of this league represented the four classes of Adelbert College, the Law School and Dental School.

A series of three indoor athletic contests was held, in which there were fifteen contestants. These contests were open to all members of the University. All, except one contestant, were upper classmen.

Two athletic contests for Freshmen were held at the end of the regular work. On April 10th the Annual Exhibition was given, the aim of this being to demonstrate the *regular work* done in the various classes.

The additions to the equipment of the department are as follows:

- 1 5 ft. x 20 ft. mat.
- 30 pairs boxing gloves.
- 1 suspended lunger.
- 2 bouncing boards.
- 2 spring beat boards.
- 1 six-guyed horizontal bar.
- 1 chest calipers.

The solid running-track railing has been replaced by an open work wire railing. This greatly increases the lighting of the gymnasium floor and improves the general appearance of the whole gymnasium.

Respectfully submitted,

E. VON DEN STEINEN, Director.

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## REPORT OF DIRECTOR OF GYMNASIUM OF THE COLLEGE FOR WOMEN.

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### *To the President:*

The following tabular statements cover the work of the year:

Freshmen	measured in Fall.....	76
Sophomores	measured in Fall.....	15
Juniors	measured in Fall.....	2
Seniors	measured in Fall.....	14
Graduates	measured in Fall.....	1

Freshmen re-measured in Spring .....	46	
Freshmen improved .....		42
Freshmen lost .....		4
Sophomores re-measured in Spring .....	33	
Sophomores improved .....		29
Sophomores remained same .....		4
Total number measured .....	79	
Total number improved .....		71
Students taking required work (Sophomores, Freshmen and specials).....	97	
Students excused permanently.....		51
Sophomores and Freshmen working for board and not taking work in gymnasium .....		6
Practically same as above because of cares at home .....		1
Students walking instead of regular work. (One of the six working for board is included in the above 5.)		5
Students withdrawn from College.....		11
Total number of students required to report to the Department.....		165
Seniors and Juniors taking work.....	19	
Seniors and Juniors playing basket-ball...	13	32
Sophomores .....		9
Freshmen .....		20
Classes—17 per week, basket-ball hours..		3

Respectfully submitted,

EVA G. MAY, Director.

WESTERN RESERVE UNIVERSITY  
BULLETINS

VOL. XII, No. 5

SEPTEMBER

1909

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New Series

# Western Reserve University

REPORTS OF THE PRESIDENT  
AND FACULTIES

1908-1909



CLEVELAND, OHIO

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# Western Reserve University

## REPORTS

OF THE

President and Faculties.



1908 - 1909

CLEVELAND, OHIO.  
THE JUDSON PRINTING CO.  
1909

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## ANNUAL REPORT.

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### *To the Boards of Trustees of Adelbert College and of Western Reserve University :—*

I have the honor of submitting a report for the academic year of 1908-09.

The year has been marked by the death of Mrs. Flora Stone Mather. Mrs. Mather was the daughter of him who refounded Western Reserve College as Adelbert College of Western Reserve University. She was the sister of one whose name the College bears. This double relation she interpreted as a privilege for the continuation of noble service, and to this worth she added of her own wisdom, generosity and personality. Of her one must write in the emphasis of understatement. For if she obeyed the command of letting one's light shine, she also obeyed the prohibition of not letting one's left hand know what the right hand does. To tell of her relation to the two undergraduate colleges would be to write the history of their most important developments in the last score of years. Her first large gift was to found the Haydn chair of history, a foundation laid in the year of 1888, bearing the name of her pastor, one whose service to this University and to Cleveland is of inestimable value. Her beneficence was continued year by year for the filling of needs great and of needs small. It found expression in her last will and testament. But these facts give no intimation of the wisdom of her discretion, of the inspiration of her unflagging interest, of her care for details which did not cause her to lose the vision of great principles, of her loyalty to great principles which prompted attention to apparently

small duties, of the devotion of her personality, and of her faith in her God.

In illustration of these great qualities, I venture to make certain quotations from letters which, in the course of the last eighteen years, I have received. The general purpose of Mrs. Mather is indicated in a letter written in the year 1899, in which it is said: "One of the pleasant results of giving what we can during one's life is that we can see ourselves some of the good results. But don't forget that I'm a steward in a double sense—I give what I've not toiled for, I've not earned, and I want to give it as I think my Father would wish me to." This aim is also specifically indicated in a note in which speaking of one individual student at the College for Women, she says: "I like to cultivate good girls—cultivate isn't the right word—the idea is help girls to develop and spread wider the circle of light." The giving, however, whether of life or of treasure, represents the highest relationships, for in the same note in which she speaks of her liking to help girls, she also says: "The loan was not made as a money investment, but as a moral investment." All of life, as well as of giving, was conditioned by the noblest purposes which constantly prevailed. Of an August it is written: "The nearer it gets to winter the more one realizes what a hard one it will be for many, and it doesn't seem right to spend for luxuries what may be needed for dire necessities." Yet this generosity of giving and of judgment did not at all blunt the keen sense of discrimination or blind her to the duty of refusal. In the case of a student whom she had helped, but who had not proved thoroughly worthy, she says: "I am sure it is right to do nothing more for him, and I'm sorry, for if he has lost interest in his work, I'm afraid it is because he has lost interest in the purpose of his education." The interest in the individual student is characteristic of the constant care for details.

These illustrations of the work and worth of a great life and rich character might be continued. I must be content with giving one more, in which, writing soon after Christmas of a year, she says: "It seems to me we've never had a Christmas with so much of the *true* spirit in it. I hope you have found there can be peace, if there is not joy." As one thinks of this life, one is grateful to God, who gave it, and is made stronger for all duty.

The following statement presents the attendance in each department of the University, in comparison with the attendance of former years. The record is as follows:

Year	Adelbert College	College for Women	Graduate School	Medical School	Law School	Dental School	Library School	School of Pharmacy	Total
1896-97	162	128	27	127	68	86			598
1897-98	186	146	25	127	88	91			663
1898-99	182	183	24	109	106	96			701
1899-00	193	171	17	144	101	91			717
1900-01	108	210	18	131	102	102			761
1901-02	208	222	16	126	100	113			783
1902-03	212	244	25	95	195	114			786
1903-04	225	236	20	86	110	88			765
1904-05	250	242	11	71	126	79	29		808
1905-06	269	252	20	86	126	69	34		856
1906-07	274	280	9	91	128	74	49		905
1907-08	277	269	20	102	133	75	51		927
1908-09	311	265	15	97	135	68	60	74	1011

The most important action taken by the undergraduate faculties during the year concerns the enlargement of the conditions for admission to the Freshman class and also to the enlargement of the choice of studies of that class. This enlargement has chief reference to the lessening of the requirements in the Latin language. The faculty of Adelbert College have been obliged to come to the conclusion that students entering with two years of study of Latin and continuing that study during the Freshman and the Sopho-

more year for three hours a week, fail to receive the proper and desired advantage. The study, disliked by many students, promotes contentment with meager results. The faculty of the College for Women also found themselves face to face with a larger, but hardly less important, administrative result arising from the Latin requirement for admission. Examination proved that not a few students of ability, of scholarly purposes and of high promise were prevented from entering the college by reason of requiring the study of Latin four years. Such students had on beginning their High School course, it was found, believed that they would not be able to continue their educational course beyond the high school period. Many, also, on entering the high school lacked any wish of going on beyond this period. On reaching the time of graduation many found that either the opportunity was open of continuing their education, or that the wish to continue it had arisen. For such students it seemed nothing less than lamentable for the college to put up its bars so high that they could not enter. After long and serious consideration, therefore, the faculty of the College for Women came to the following conclusion:

For the present, students who have the required number of units, but who have not four units in Latin, may be admitted on trial, provided that they have four units of some other foreign language, or two or more units in each of two foreign languages, and provided that they are recommended by the proper school authorities as competent students. During their first year these students are to take work in two foreign languages including at least one of the languages with which they entered. If the work of the first year does not include Greek or Latin. two courses in Greek and Roman history and literature will be required before graduation. It is especially desired to call *attention to the fact that the plan of admission without*

four years of Latin is an experimental one. It will apply only in cases of applicants who are recommended to us in specific terms as strong students able to carry the college work easily. They will be classed as regular students only after they have further demonstrated this by their college work. This privilege will not be extended to any who do not take the regular course.

The whole question of the enlargement of the conditions for admission to the undergraduate colleges has relation to the changed interpretation given to the character of the liberally educated man. Who and what is the liberally educated man in this century? For an education is liberal, because it makes a liberally educated man.

The liberally educated man, we sometimes say, is the scholar; but each knows men who are scholars who do not embody an education of a liberal type. Knowledge, even knowledge broad, accurate, well ordered, does not always give a liberal education. I found one day in a noble laboratory of a famous university, a woman who was breeding mice in order to study certain inherited tendencies in coloring. I also met an eminent zoologist in his laboratory of a morning, who was intoxicating earthworms in order to study certain activities of their nervous system under this excitement. One knows men who can discuss *Kai Gar* and the enclitic *De*. To neither the zoologist nor the Hellenist would one ascribe a liberal education. Is Browning's Grammarian an incarnation of the liberal type?

So, with the throttling hands of death at strife,  
Ground he at grammar;  
Still, thro' the rattle, parts of speech were rife:  
While he could stammer  
He settled Hoti's business—let it be!—  
Properly based *Oun*—  
Gave us the doctrine of the enclitic *De*.

The liberally educated man, it is sometimes said, is the thinker; the man who can reason, judge, assess the truth



at its proper value, relate truth to truth, infer a new truth, is the thinker. But there are men whose minds are as accurate in their movements as Babbages' famous machine, who would never be judged guilty of having a liberal education. One knows such men—orderly, precise, correct, their mental operations are more regular than the movements of the heavenly bodies—but they are not liberally educated.

The man of a liberal education is a scholar, or at least is scholarly; he is a thinker, or at least is thoughtful, but he is also more than either the thinker or the scholar, in fact, more than both. This man liberally educated has entered the arcana of learning, yet he is not cumbered with or made heavy with the treasures which he bears forth. He is still intellectually alert. He has made himself a partner in humanity's life, but he has so shared that life as to create in himself a richer selfhood. He can judge truth and assess truth at a fair value. Every man, it is said, is either a Platonist or an Aristotelian. It may be truthfully said that the best man is both a Platonist and an Aristotelian. He is able to interpret like the one and to reason like the other. The man of liberal education has a mind deep in its fathomings without obscurity, high and noble without visionariness, broad without thinness. Its length and breadth and height are, like the city of God, equal. It is a mind rich, yet not gorged, orderly without being merely an outline of thought, self-centered without arrogance, self-contained without assumption, strong without presumption, vigorous without coarseness.

United with this mind of the man of liberal education is a heart of sympathy. Sympathy liberalizes—sets free the mind and the man. He comes to have a fellow feeling with the universe; knowledge creates love. As a fish has an instinct for water, the bird for air, so this man has instinct *for man*. This man, if he be master of one art or one

science, is ever feeling with other masters in their other arts and their other sciences. He may be a physicist but he knows philosophy which underlies physics; he may be a philosopher but he believes in the concrete. He is never vain; humility clothes him as a garment. He has powers of substitution, he is an altruist. He can see with others' eyes, feels with others' hearts.

This man is also a man of appreciation of the beautiful. The ministry of art is a very real ministry to him. Through it he finds a larger soul—in it he meets his maxima. A great poem lifts him, or great prose, like some passages in Newman or Burke. He feels, also, a great piece of music, or a dim space of cathedral. This man has a mind to see and a heart to feel the grand, the beautiful.

Any lapse from moral goodness disintegrates, not the conscience only, but the whole manhood. Man is one. He that breaks any law finds the stain and the sting touching every part of character. There is no ethical by-law. Each part is of a permanent constitution. Wrong produces self-consciousness in the wrong-doer, and in self-consciousness neither intellect nor heart works best.

The man of liberal education lives, to use the phrase of Professor Palmer, in fulness of life. The phrase is the concrete expression for the remark of Christ: "I came that ye might have life and have it more abundantly." Every faculty acts, every function is complete. Reason *plus* sympathy *plus* appreciation equals fulness of life. Fulness of life equals the man himself of liberal education.

But now we approach the difficult part of the problem. The definition is easy to make. The conditions, forces, methods for securing this superb result, the man of liberal education, what are they? These conditions are more numerous, these forces more diverse, these methods more complex than we have usually believed. We have been inclined to emphasize the content of the instruction con-

tributing to the constituting of a liberal education. We have said that the classic, Latin and Greek especially, represent this content. Some have said that modern languages cannot give and others have said that modern languages can give, equally well, this precious product of a liberal education. Some have said, comprehensively, that the linguistic content, not the scientific, of the curriculum promotes the great result. Others have affirmed that the scientific content is equally as efficient.

May we not say, in general, that each form of learning is good, and each useful? May we not say this without saying that each is equally good or equally useful? Is it not, in fact, unwise, as well as unpsychologic to say that this study or that is equally good or equally useful for all people? For, does not the value of the content of a study depend, in no small degree, upon the student, upon the intellectual nature of the man to whom this scientific or ancient classical or modern linguistic tuition is given? To one man may it not be true that Greek is the most potent force in securing a liberal education, and to others mathematics, and to a third chemistry? To some youths Greek may be a bar sinister—to others it may be the lifting of the gates of an earthly paradise. Content has value, but we have been inclined to overvalue its worth.

As Professor Tufts, of the University of Chicago, has recently strongly and wisely said: "Any study is liberal, if pursued in a scientific manner and given significance for human life. Such studies call out a widening self. In such studies the mind comes to its own. In such it gains power. In such it is no longer determined by needs or conditions foreign to itself. Rather it is using these needs and conditions as the most effective instrument for asserting itself."

The method of instruction is also precious in the constitution of a liberal education. The method may be *slovenly, carless, slow, wooden, stupid, stupefying*. I have

seen and heard teaching which deserved all these hard epithets. I presume that I have given in quite the same way such teaching. God forgive! I have also seen and heard and been the object of teaching which was correct, comprehensive teaching with a sense of relations, illuminated by illustrations, filled with a sense of movement, challenging to thinking. Such teaching, in any subject, is a most precious power in creating the liberally educated man.

The scientist may be inclined to depreciate Latin, but I know of the teaching of Latin which represents observation, accurate and prolonged, inference exact and necessary and as interesting as any experiment in my laboratory. I have heard the great Agassiz lecture. The world has, on the whole, discarded Agassiz's biologic theories, but those who were his pupils believe in the methods of his teaching, vital, interesting, quickening, enlarging, creative. The method of instruction has value in constituting a liberal education.

Professor Royce said recently, in an address given before the Committee of the American Association for the Advancement of Science: "I insist then that one cannot in any general way distinguish between the educational offices of technical and professional studies on the one hand, and the studies productive of cultivation upon the other. I, myself, for instance, ought to teach logic so as to make it professionally useful to future engineers and to future clergymen alike, and to any cultivated man as well, in case he can be induced to be for a while reflective. If I cannot do so, that is my defect as a teacher of logic. It is useless to condemn me to the vague task of simply so teaching logic as to exert a cultivating influence over people who have no trade and who have not yet chosen a profession. As a teacher of logic I ought to be required to appeal to anybody who chooses to try the value of my personal appeal

to him, whether he is a professional student or a technician, a graduate or an undergraduate.

A further contribution to a liberal education lies in what I may call atmospheres. An atmosphere is the spirit of a place. Atmospheres are the influences which come forth from very many sources to touch the life of the individual. The atmosphere of one home is of purity, gentleness, beauty, thoughtfulness, graciousness. Good taste, the conscience of the mind, prevails. The atmosphere of a neighboring home is not such. Contrast the atmosphere of Oxford with the atmosphere of some new college on new soil. Each has men of learning, each has students of high purposes, and each a library. Each follows a scholastic régime and routine. What is the difference? One has an historic background and affiliations; one has noble architecture, is filled with traditions scholarly and personal, sympathetic with great movements, its annals replete with the names and exploits of great men. One embodies historic good taste and good tastes. Such conditions promise the great result of the liberally educated man.

I also want to say that a force effective for a liberal education is religion. By religion I do not now mean Christianity *alone*. I do mean by religion, the relation which man holds to his God. That word he may spell with a small "g" or a large. The Being the word represents may be personal or impersonal. The Being may be addressed as "who" or "what;" it may be a force which makes for righteousness, or it may be the unknown and the unknowable. But the infinite, the supreme, the ultimate Being, the student seeks to bear a relation to, not of indifference, not of hardness, of intellect or of heart, but of obedience, responsiveness and co-operation. I have seen worshipers on the Ganges lift holy hands in prayer to the rising sun and bathe their faces in the golden light. I believe it was good *for them* thus to do. The worship drew them out of them-

selves. It gave them affiliations with what they regarded as the Divine. In a liberal education there must be this same element of the infinite. If an Italian painter three hundred years ago wished to paint an interior, he always left a door open or an outlook at some window. It saved the beholder from narrowness and closeness. A liberal education must open the mind to the supreme. If this is true of religion in general, how much more true of the Christian religion!

In any contributions to a liberal education in this century the point of view of the student occupies a significant place. Is the student a student? Has there not been a decline in the intellectual interests of college men? Has the decline in intellectual interests been as great or not as great as the increase in athletic sports? Are not an increasing number of men coming to college for what was formerly regarded as its by-products? Have we not changed the main purpose of the former time, the purpose of culture, of discipline, of efficiency for the by-products of that earlier time—fellowship and acquaintance? Have we not made the by-products of the earlier time take the place of the main results? Balzac once said: "Sometimes it seems to me that my brain is on fire. I shall die in the trenches of the intellect." How many men suffer such a conflagration or are in peril of such a death? In our interpretation of a liberal education we are discussing such questions as "Shall the teacher teach?" or Should he lecture or should he hear recitations? Such questions are important, but in the constitution of a liberal education, is it not equally important to include "Shall the student study?" Can there be any liberal education without the study of the student?

But as important as any one, and some would say all, of these elements, is the teacher himself. Does not Goethe *somewhere* remark that one accomplishes most through

personality? The force which creates a liberally educated man is a liberally educated man. Like makes like. Lincoln was educated by books and by men; Darwin was educated by men and by himself. Pater says: "It is not so much what one thinks as the person who thinks that after all really tells." "Life therefore first," said John Addington Symonds. I have heard hundreds of graduates speak of their college course; most of them praise their teachers. But their teachers, and not the teaching in either content or method, is the special object of commendation. It is, therefore, the great personality, the teacher, great in learning and in thought, great in life, sympathy and appreciation, great in righteousness and goodness, great in relationship to the eternal, the supreme, the infinite, great in love, who helps to constitute a liberal education in this century.

Therefore, the content of learning, the method of instruction, the beauty and force of intellectual atmospheres, religion, the studying of the student, the personality of the teacher, all and each, are the forces and conditions which help to make the liberally educated man.

In the enlargement of the opportunities for making the man of liberal education, and in the consequent decline of attention given to the Latin and Greek classics in their original tongues, special interest attaches to an endeavor made by the Professor of Greek in Adelbert College. In the year now closing, Professor Bill has offered in the first semester a course entitled Ancient Greek Civilization and Its Contributions to the World. A general sketch is given of the civilization of the ancient Greeks in its various aspects; its influence is traced through the Roman Empire, the Middle Ages, and the Renaissance, to modern times; and particular attention is paid to the Greek elements in our modern life and thought. In the second semester a *course is given* consisting of Greek Literature in English.

It is a study of masterpieces. Regarding the work thus offered, Professor Bill writes:

"This is one of the most useful lines of work which the department can engage in, for every liberally educated man should have some acquaintance with Greek civilization whether he knows Greek or not. In the year just closing, two such courses have been given, one tracing the influence of the Greeks through the later ages and particularly studying its effects on modern times, the other taking Greek literature in translation. In my opinion both these courses have been decidedly successful, and have proven by actual test the wisdom of the new policy. Next year the department proposes to repeat the first of the two courses above mentioned, and give in addition a course in ancient archæology and art."

The large endeavor thus made to make use of all facilities offered by the college in the fullest measure brings to the mind the serious question of the public relations to the undergraduate colleges. These colleges are situated in the midst of a population greater than is found in many commonwealths. Can these colleges serve this great population in ways now unused and unto richer results than are now achieved.

This question, so broad and so deep, applies at once to several undertakings, either already begun, or which are open to consideration. One method of such service is found in courses of study which have been given in the evening. In my last annual report I referred at length to the establishment of evening courses. These courses have been continued the present academic year. Those given are: Biblical Literature, History, English and Sociology, Biology, Philosophy, Political Science and Mathematics. Among the sixty-nine enrolled the first semester were twenty-five teachers. The poll of enrollment in the



second semester by occupation shows twelve teachers, one dentist, three lawyers, one in newspaper work, one chemist, one machinist, one merchant, four in clerical positions, six bookkeepers and stenographers and three persons not in regular occupation.

It is not to be doubted that these courses thus given have proved to be of scholarly advantage to all who have taken them. The expressions of appreciation are general and hearty. The faculties, however, of the two undergraduate colleges, whose members have been giving these courses, have, with reluctance, come to the conclusion that it is not wise to offer these courses in the next year. It is realized that the teacher may, for a semester, do considerable extra work, but that the draught upon his time and strength for such work is too heavy to make it a part of the regular curriculum.

Another method of the University seeking to become useful to its immediate constituency who cannot be formally enrolled in formal classes, is found in certain Extension Lectures which have been given in the course of the year. The series comprised four groups, the lectures were given in different parts of the city, and made use of one public library auditorium, two public school auditoriums, and a hall used for meetings of working men. In giving these lectures the members of the faculties enjoyed the active cooperation of the Board of Education and of the Public Library. Among the topics presented were:—

Explosives.

Trade Unionism and the Labor Problem.

The Industrial Corporation.

Facts about Lynching.

The Problem of the Ballot.

Classicism and Romanticism.

The Great English Novelists.

*The Spirit of Tennyson.*

Organic Evolution.  
Sociology as a Science.  
The Development of Social Institutions.  
Economics as a Science.  
The Economical Development of Society.  
Politics as a Science.  
The Development of the State.  
Mental Attitudes toward Social Questions.  
The Development of the Moral Self.  
The French Revolution in Relation to the Laboring  
Classes.  
Property.

The success of the Extension Lectures, both in point of members attending and of interest, was satisfactory. Apparently such lectures and apparently such courses as have been offered by members of the Faculties in the evening, have met a general and deep need. This fact prompts the question whether the University can, in any way more formal and regular, seek to serve those members of the community who are denied the training of pursuing regular college courses in the day-time. This question I commend with great interest to the members of the Board.

A further form of the more public service of the undergraduate colleges, and indeed of the whole University, relates to the establishment of a summer school. The American people are loath for college buildings and college equipment to be unused for a quarter of the period of each year. The disuse represents in no small degree a positive loss. The success of summer schools in great universities, and their filling of primary wants quicken the question regarding the expediency of attempting to found a summer school in Western Reserve. In this relation the duty which this university owes to Cleveland, and especially to its public school system becomes apparent. This university should seek to minister to the two thousand

public school teachers of Cleveland. The present Superintendent of schools of Cleveland and the President of this University, have, therefore, with your permission, agreed to co-operate in establishing a summer school in the summer of the year 1910. This agreement, I trust, will have your approval. The chief or only direct demand made upon the Board would lie in the use of the buildings of the undergraduate colleges for some six weeks in July and August, 1910.

A still larger relation of the public service of the University relates to the formal establishment of a school or college of education. Such a school would be a professional school for the training of teachers. In the opinion of wise observers and interpreters the opportunity is ripe in Cleveland for laying such a foundation. In order to secure proper testimony upon so important a question, our eminent graduate, George Trumbull Ladd, was asked to prepare a statement. This statement is the result of special investigations made by him early in the present academic year. Professor Ladd has written me as follows:

"In response to your request that I should examine the conditions, favorable or unfavorable to the founding of a School of Education in connection with Western Reserve University, and the prospect of its success if founded, I have the honor to submit the following report:—

In my judgment, three things as chiefly determining the propriety of such an undertaking should be taken into account. These are, first, the kind of institution which it is proposed to establish; second, the kind of affiliation with, and assistance from, the public-school system of the surrounding community which the institution, when established, might reasonably expect; and third, the more or less ample provision for its maintenance and expansion which could, at the beginning or later on, be secured. These three *conditions* will now be considered, in the order in which they *have just been named*.

Definite and high ideals ought from the first to be appealed to in the effort to add another to the many institutions already existing in the country, which have for their avowed aim the improvement of the teaching force of the public schools and other educational institutions of the country. In general, the teachers themselves are desirous of improvement and eager to learn, not only how their own advancement, but also how their more effective service, may be secured. In general, also, the people are willing, both rich and poor, to provide the means necessary to accomplish the desired results. But the fact that education, both elementary and academic, is becoming more democratic, obviously has its side of risk and apprehension, as well as its side of safety and encouragement. More and more in the country at large parents and the home life are losing in educative forces and value; more and more the training of intellect and taste, and the forming of character, are being committed to the professional teachers of the children and youth of the land. At the same time, these teachers themselves are being more largely recruited from families which have not had the advantages of an educated and refined ancestry; and which, in a large percentage of cases, have not such advantages even at the present time. The result of this is, of course, to lower the public standards of education and refinement, and even of character in some of its important factors, unless the teachers themselves can be constantly inspired and lifted to higher levels by influences that are either incorporated into, or affiliated with, the public system of education. In a word, the inevitable tendency to leveling down, which the increasingly democratic character of education involves, must somehow be met and overcome by opportunities that level upward; and the latter must be placed within the reach of those who can be made to feel their need of them, and who appreciate the professorial and personal value of *such opportunities*.

Without in the least wishing to criticise severely the increasing number of institutions for the improved education of teachers—such as private and public normal schools, teachers colleges, summer schools, etc.—it seems to me that few of these institutions are either modeled or aspiring after the ideal which I have just attempted to describe. That ideal is an educated, refined, and devoted personality. The institution, to be worthily connected with a University and bearing the name of the University, and on the other hand, to be sympathetically and effectively allied with the public-school system, cooperating toward the one most desired end, should definitely conceive of, and persistently follow, this ideal. It should, therefore, be something more than a school of pedagogy, or a normal school, or a successful summer-school for teachers. It should be a high-class professional school. Its product should be educated persons, out of whom practice can the more easily make the best teachers, in whatever grade of school-work the professional life may be employed. For *such* a school of education there is, in my judgment, a demand that is more than merely local. The City of Cleveland would seem to be a promising place for making the experiment involved in its founding.

That relations of sympathy and active practical cooperation should be established between a University-School of Education, modeled after the ideal just described, and the public-school system of the neighborhood, and of the constantly enlarging community, is an absolutely essential condition to its best success. For success is to be reached only as the personalities who constitute the teaching force are actually reached, inspired, and helped; and according to the degree in which, through them the whole social and civic life is made more intelligent, refined, and righteous. The *propriety*, therefore, of establishing a School of Education *in concention* with Western Reserve University depends

in large measure upon the relations or friendship and mutual assistance which can be established between this school and the public-school system of the city of Cleveland. In this city are some two thousand teachers whose ambition to improve and zeal in service have, during the last five weeks, made a good impression upon me. Here too, is almost unlimited wealth, a considerable proportion of which may, presumably, be enlisted in support of any enterprise for improving the educative forces and values of the local institutions. And here is a vast foreign population, from whose lowly homes an increasingly large number of public-school teachers are derived; and whose children constitute the majority of those attending the public schools.

While the adjustment of definite relations between the University School and the public-school system will doubtless require patience, tact, and a spirit of sympathy and of compromise on both sides, the ideal at which the aim should be directed seems to me quite clear. I should state it in the following terms. All the advanced and more strictly academic training, including courses in psychology, ethics, philosophy, and the theory of history of education, should be committed to the University School. If in any degree good, properly equipped and managed, this school can do such work for the teachers much more economically, scientifically and effectively, than can the schools—normal, high, and grade—of the public system. The model-schools, the opportunities for observation and practice, the laboratories for experiments, as it were, and the work of technical training in school-organizations, school-management, etc., should be undertaken by the public-school system. While, at first, this division of functions and responsibilities might be difficult, or not even feasible, it should be kept in mind constantly and consistently followed.

In this connection I desire to answer, as well as I can, at present within the limits of brevity, and my own knowl-

edge of the situation, the five questions of a particular sort which you placed in my hands:—

1. Should a Teachers College train students for teaching of all kinds—kindergarten, primary, grammar, high-school, and college?

Understanding this question in its more obvious meaning I should say, no. The technique and practice of these different classes of schools, with the exception of college, should be taught in, and by, the grades of the public-school system where the work of education is actually going on. At the same time, there are several ways in which the University School can exercise an important influence for the improvement of the work done in all these schools. (1) It can give advanced instruction in all the subjects taught in the several grades. Other things being equal, advanced instruction and the higher development of the personality of the teacher are as important in the primary school as in the high school or the college. Perhaps it is the kindergarten where most of the highest personal refinement and intellectual culture is more imperatively demanded. The more of mathematics, for example, the teacher knows, the better teacher of the elements of mathematics is she, other things being equal, sure to be. (2) Psychology, ethics, and the theory and history of education, if taught by the best teachers of an academical grade, would afford abundant opportunity for specializing certain principles of all education, and for laying down rules appropriate to the different grades of instruction; which are all, of course, dependent upon the degree of mental development and moral purpose of the pupils in the different grades. (3) The teacher of the theory of education in the University School, if there were cordial relations between him and the teachers of the public schools, would have his laboratory provided there, rather than in the *flora*, or *fauna*, or minerals, of the surrounding fields and woods.

2. What combinations with the City Normal Schools, if any, would be desirable?

As has already been said; that combination in which the University School should take all the advanced academical training, including that in psychology, ethics, and the theory and history of education: and the normal school would become a sort of practice school, a laboratory for observation and instruction in matters of pedagogical technique, and a place for experiment in methods of education.

3. Is the community willing and able to require that grammar-school teachers be college-bred?

In my judgment, the time for such a *requirement* has not yet come to the City of Cleveland. But if a cooperative enterprise should be established in the city, and carried forward with success toward the ideal which has been defined, without a definite rule just now, or perhaps at any time in the future, the desirable end would be approached, if not completely reached. Inevitably, those teachers who had more and most of the education provided by the University School would be selected for the higher grades, first; and then more and more for the lower grades, below the high-school grade.

4 and 5. Would it be wise to lay any special emphasis upon the training of educational executives? What effective use could be made of present facilities; or what new facilities or new foundations should be provided?

The answer to these questions leads me to the discussion of the next point:—Provision necessary for the maintenance and expansion of a University School.

In calculating the amount of *new* facilities and *new* foundations which would reasonably be required for the successful present equipment and future expansion of a University School of Education in the City of Cleveland, the most decisive first thing to be done is to inventory and appreciate reasonably the means already in hand. There



is a growing and fairly well equipped University, with colleges for both men and women, and a somewhat closely affiliated school of science; and there is a well-equipped and, on the whole, admirably conducted and ambitious public-school system. There is a populous, thriving, and growing city, with immense financial resources; and, while the average of culture and beneficence upon the part of the wealthy is, perhaps, not conspicuously high, the University has some rich and willing friends, and the public policy towards the schools seems to be rather uncommonly liberal.

At this point, it is pertinent to introduce a suggestion, for the lack of observing which, there has been no little waste and inefficiency in many of the schools of the country where so-called pedagogy is specifically taught. The suggestion is this: No teacher of pedagogy, or of theories of education in general, can be, or ought to aim or profess to be, an expert in all the methods of education, special to the different departments of education and different subjects of study. The successful teacher of mathematics, for example, should be the best teacher, and illustrator of the best methods of teaching mathematics. The same thing is, in the main, presumably true of all the different branches, whether as taught in college or in the public schools. So, too, the person who has been and is, really most successful in school management and in the functions of the executive—superintendent, supervisor, principal, or what not—should know best, and most credibly illustrate, how this sort of thing is best done. And who should know so much about school sanitation, and all kindred matters, as the man trained in medicine and hygiene?

From this suggestion it follows that there already exists in both University and public-school system a large amount of expert help, in respect to all the means required for a thorough culture of the teachers, *if only* this means can be organized and brought to a condition of effective cooper-

ation. The practical recommendation from this suggestion is the following. Let these experts be secured, not only to teach the particular subjects in which they are expert, but also, as far as possible, to lecture—in briefer or longer courses—upon the methods of teaching which they have in practice found most successful. This will necessarily include the plan to open the lecture rooms and school rooms to the guarded attendance of pupils in the School of Education. In this way the problem of providing for the needs of such a school is already solved to no inconsiderable extent.

Since, however, these teachers, both men and women, are, with few exceptions, already overworked and underpaid, some way must, it would appear, be provided for compensating them and for relieving them from other work. But this is one of the details which can be worked out only by authorities familiar with the whole situation, sympathetic toward the plan, and residing upon the ground.

In addition to the forces which are obviously in existence at present in the City of Cleveland, both University and public schools being taken into the account, the most obvious and, indeed, indispensable *new* means needed for equipment, is a head, or Dean, of such a University School. I need not describe the character of the man who could make its inauguration and future career promising of success. It is enough to say that he must be intelligently sympathetic with the plan, and must render himself worthy of respect, confidence, and personal fidelity and attachment, by both University teachers and public-school teachers. Of course, he must be himself thoroughly educated, know about education, and have, for himself and for all other teachers, high professional ideals. If this one man were also a thorough and profound student of the theory and history of education, and able to give sufficient instruction, at the beginning, in these subjects, a foundation which

should provide for his salary and for the expenses connected with his office, might at first suffice. Otherwise, a second man as professor of the theory and history of education, would be indispensable.

In a word, Cleveland seems to me to afford an admirable and promising opportunity for establishing a somewhat unique, and, at least in principle, improved School of Education, if these three conditions can be met and reasonably well satisfied.

It is to be noted that the Cleveland Normal School is soon to transfer its location to the neighborhood of the University. The head of that school is a graduate of Adelbert College. It would seem evident that this Normal School and the University, in particular its College for Women, should co-operate in rendering some special service to teachers, and to those who are to become teachers.

The faculty of the Medical School, as the faculties of the undergraduate colleges, has been concerned with important undertakings. The most important, possibly, relates to the lifting of the requirements for admission. After much deliberation the faculty has voted to make a college degree necessary for matriculation. The formal vote of the faculty is presented in the report of the Dean.

This formal vote, which takes effect with the beginning of the academic year 1910, is the last step in the gradual process of lifting the conditions for admission to the school. In the year 1898 it was announced that beginning in October, 1901, the completion of the Junior year in an undergraduate college would be required for entrance. In the eight classes which have entered since 1891, an average of 86 per cent. of the matriculates have either held a bachelor's degree, on entering, or have obtained it at the end of the first year in the Medical School. This vote places *the Medical School of Western Reserve University in the*

fore-front of the medical schools of the United States in respect to the terms of admission. Johns Hopkins Medical School requires a degree, the Harvard Medical School also requires a degree, but the Faculty may make exceptions, the Cornell Medical School also requires a degree, but with this exception: Seniors in absentia and others, who show by examination that they are able "to profit by the instruction," are admitted.

The advancement made represents not simply, however, the effective progress of the University, but also it represents a greater power for serving the community.

This formal vote has been approved by the Executive Committee of the Board. It represents another of the advance steps taken by vote of the faculty and yourselves which results not only in the lifting of the scholastic place, already high, occupied by your medical school, but also one which cannot fail to result in the improvement of the medical profession, and in increasing the happiness and usefulness of all men.

The year in the medical school has also been distinguished by the dedication of the H. K. Cushing Laboratory of Experimental Medicine. This building, together with its large endowment, the result of the wisdom and liberality of the constant friends of the school, Colonel Oliver H. Payne and Mr. H. M. Hanna, represents a noble and unique condition for research.

There is reason to hope that truth shall here be discovered and made known which will prove to be of the highest and widest usefulness. The research which is thus carried on, and the research also carried on in other laboratories of the Medical School, as well as in other departments of the University, embody one of the richest services of the University for humanity. The evidence of the work is found in part, and only in part, in the various publications of the University and of its allied Lakeside Hospital.

The Medical Faculty is also greatly concerned with certain other needs. Among them are, first, the endowment of the chair of obstetrics, and also the foundation of a hospital, or ward for the use of this department. Second, the endowment of the department of medicine. That these needs will be filled the experience of the past gives promise.

The Franklin T. Backus Law School of the University has in this year received fifty thousand dollars from the payment of the bequest of Mrs. Franklin T. Backus. Mrs. Backus had previously given to the University securities accounted as of the value of ten thousand dollars, in fulfillment of her purpose.

Certain needs of the Law School will be filled through the income of the bequest. In general the first material need lies in the enlargement of the building, both for the purpose of better housing of our present library, and for the more effective use of the books themselves. The first need in respect to the teaching is an increase of the income which should allow a still larger share of the instruction to be given by those whose chief business is instruction. In the last years the amount of teaching given by regular professors has greatly increased and the amount given by lawyers who are in practice correspondingly diminished. In the year now closing about sixty per cent. of the entire instruction has been given by teachers devoting all their time to teaching.

The Law School of the University has in the seventeen years since its foundation rendered good service to the community. Its graduates number two hundred and ninety-nine, divided as follows:

## GRADUATES OF LAW SCHOOL.

Year	Number
1895 .....	6
1896 .....	7
1897 .....	14
1898 .....	16
1899 .....	20
1900 .....	24
1901 .....	29
1902 .....	20
1903 .....	24
1904 .....	23
1905 .....	23
1906 .....	30
1907 .....	31
1908 .....	32
Total .....	299

This record of the past furnishes noble ground for rendering better service in the future. The income of the bequest of Mrs. Backus gives increased power for doing good work. But the income of the school should be still further increased. The school of law, like the school of medicine, should in Western Reserve University represent the graduate basis. The community does not need more lawyers, but it does need better lawyers. The improvement in the training of lawyers should take the form of a broadening of preliminary education.

The year has been marked by the addition to the professional schools of the University of a School of Pharmacy. The Cleveland School of Pharmacy has been in existence twenty-seven years. It has had the support of faithful trustees, and the service of able teachers. The essential articles of agreement are as follows:

1. The University accepts the School of Pharmacy as an affiliated member of said University upon the following terms and conditions:

- (a) The University assumes no financial obligations

of the School of Pharmacy, but said financial obligations shall continue to rest upon the members and trustees of the School of Pharmacy, and the expenses in connection with the School of Pharmacy shall be borne by said School, and all improvements that may be made and all money or endowments that may be raised for the benefit of the School of Pharmacy and all property acquired by the School of Pharmacy or given to it so long as the members or trustees of the School of Pharmacy maintain its existence, shall be under the control and management of its trustees, it being intended to secure and maintain the co-operation of druggists and others interested in pharmaceutical and chemical work and to establish and maintain the School of Pharmacy as a branch of the University upon a permanent financial basis.

(b) The corporate members of the School of Pharmacy shall elect trustees from their own members, but such trustees shall be subject to confirmation by the trustees of the University, and the election shall not be held to be valid and no trustees shall act for the School of Pharmacy until his election shall be confirmed by the trustees of the University.

(c) In the event of the dissolution or discontinuance at any time of the School of Pharmacy, or of its non-support by its corporate members, then the trustees and members of the School of Pharmacy shall be responsible and shall pay any and all indebtedness of the School of Pharmacy, and all the remaining property held or owned by it in any way shall become the property of and be vested in the University, and be from thenceforth the property of the University and subject to its management and control, it being the intent of this instrument, however, that so long as the corporate members and trustees of the School of Pharmacy shall continue to support said School and *provide it with sufficient property to carry on proper courses*

of study for its students, that the University shall seek to aid and assist in carrying out the high purposes and aims of the members of the School of Pharmacy in respect to the education and improvement of pharmacists.

2. The board of trustees of the School of Pharmacy shall elect its faculty, but the members of such faculty shall be subject to confirmation by the trustees of the University, and the active trustees of the School of Pharmacy shall also prescribe the course, or courses, of study, but all such courses of study before being entered upon shall have the approval of the President of the University.

3. It is contemplated at the present time that the University grant two kinds of degrees to students who have taken the required courses of study, passed the proper examinations and have been recommended by the faculty and approved by the active trustees of the School of Pharmacy:—the degree of Pharmaceutical Chemist (Ph. C.) to those who have graduated from a high-school prior to matriculating as a regular student of the School, and the degree of Graduate in Pharmacy (Ph. G.) to those who have satisfactorily completed at least one year of high school work before becoming a regular student. The trustees of the School pledge themselves to maintain in the future as in the past, such standards of instruction as will keep the School the peer of any in the country, and, to this end, agree to raise the requirements of curriculum and entrance as rapidly as compatible with the well being of the School and of the pharmaceutical calling.

It is agreed that ten dollars shall be paid by the School of Pharmacy to the University on or before the first day of June, 1909, for each student receiving a degree at the forthcoming Commencement. It is also agreed that fifteen dollars shall be paid by the School of Pharmacy to the University on the first day of each succeeding June for each student receiving a degree.



4. It is intended that the affiliation herein provided for shall be permanent and it is made for the purpose of continuing the educational work heretofore carried on by the School of Pharmacy, and maintaining, assisting and promoting the educational work undertaken by the University.

Already the relationship has proved most satisfactory. One of the supporters of the school has in a recent letter offered to give the University the sum of twenty-five thousand dollars toward a building for this school.

The first payments upon the addition to the endowment of Adelbert College and of the College for Women of five hundred thousand dollars have already been made, and one-third of this whole sum falls due with the last day of the month of June. The work of the completion of this great fund was made possible only by the noble generosity of the members of these boards. The chief facts regarding this fund are as follows:

1	Subscription of (General Education Board)	\$125,000.00
1	Subscription of .....	100,000.00
1	" " .....	60,000.00
1	" " .....	39,500.00
1	" " .....	35,000.00
1	" " .....	30,000.00
1	" " .....	20,000.00
1	" " .....	10,000.00
1	" " .....	7,800.00
1	" " .....	7,000.00
4	" " \$5,000.00 = .....	20,000.00
1	" " .....	4,500.00
1	" " .....	4,000.00
1	" " .....	3,900.00
3	" " \$3,000.00 = .....	9,000.00
1	" " .....	2,500.00
1	" " .....	2,000.00
2	" " \$1,500.00 = .....	3,000.00
2	" " 1,300.00 = .....	2,600.00
6	" " 1,000.00 = .....	6,000.00
6	" " 500.00 = .....	3,000.00
4	" " 300.00 = .....	1,200.00
	Miscellaneous subscriptions .....	4,000.00
Total ... ..		\$500,000.00

In the course of the year the building of the chemical laboratory has proceeded. A description of this building was printed in my last annual report. The building itself is impressive in architecture, and also will prove, it is to be believed, most effective in use. It will be occupied, it is hoped, at the opening of the next college year.

The rooms which are vacated in the main building by the department of chemistry and geology, will upon their refitting and refurnishing be made immediately useful for other departments of the college.

On the morning of April 15, ground for the chapel in memory of Amasa Stone, the gift of his daughters, Mrs. Hay and Mrs. Mather, was broken. After much deliberation, the location was determined. The plans for the building were among one of the last works of Mrs. Mather. The architect, Henry Vaughan, has given me the following description of the great building:

"The chapel is designed in the XIVth century style of English Gothic architecture, and consists of a nave of six bays in length with narrow side aisles and a choir of two bays of the same height and width. The main wall will run parallel with, and be twenty feet away from the boundary line of the Case school property, and will stand back from Euclid ave one hundred-and forty-three feet. At the north-west corner will be a tower twenty-five feet square at the base, and in height to the top of the pinacles it will be one hundred and twenty-one feet. In this tower will be a carved oak staircase leading up to a small gallery which crosses the end of the nave. The public entrance will be in the tower.

The student entrance will be by a porch on the north-east side of the nave, the choir vestry room with an external entrance will be on the northeast of the choir, and the president's vestry and private entrance will be on the southeast *side of the choir.*

The internal length of the nave will be one hundred and thirty-nine feet, and the width, not including the side aisles, thirty feet. The roof of the chapel will be arched and divided into eight bays by the arched roof trusses. From the floor to the apex of the ceiling will be fifty-two feet. The interior walls are to be plastered, but this will be relieved by the stone quoins to all window openings, stone pins and arcading, wall shafts, etc. All wood finish and furniture will be of dark oak.

The choir floor will be raised three steps above the nave. On this platform will be the choir stalls, stalls for the faculty, the communion table and pulpit. Over the choir vestry will be the organ chamber with an arched opening into the choir. The case of the organ will be richly carved, and will occupy one entire bay of the choir. The interior walls are to be of fine cut Indiana limestone. The windows will have stone mullions and tracery. The large end window of the choir is to be filled with stained glass as a memorial. All the other windows will be filled with cathedral glass in leaded diamond quarries.

The chapel will be seated to accommodate six hundred persons. There will be a large and light basement under the entire building."

The location of this building has been a matter of much deliberation. Disadvantages belong to any location which is at all possible. These disadvantages, however, have been lessened in a very large degree by two facts: First, the Trustees of the Case School have graciously voted to waive a covenant made between that School and Adelbert College in the year 1893 in respect to placing no building nearer than twenty feet to the line dividing the two properties. This courtesy has been accepted by the Trustees of Adelbert College. Second, with characteristic consideration and generosity, Mr. Samuel Mather has offered *to undertake* the expense of moving the Hatch Library

some twenty feet to the East and at the same time, it may be added, of lifting the building two and one-half feet. At least thirty-five feet, therefore, will separate the most easterly points of the Chapel from the most westerly point of the Hatch Library Building. The lifting of the building, too, will serve to make a basement which can be used as a stackroom. One of the great needs of the college, therefore, which was referred to in my last annual report, is thus effectively met.

A need of a somewhat different sort, yet one ministering to the enlargement and strengthening of the individual student, is found in the present inadequate Adelbert gymnasium. This gymnasium was built in the year 1888, when Adelbert College enrolled forty-four men. A great enlargement of the present building should be made, and an improvement of its facilities. The advantage which the students of the College for Women find in their gymnasium, now in the first complete year of use, emphasizes this need of Adelbert college.

Other needs, however, there are both in the undergraduate colleges and the professional schools, which are not material. To the need of payment of a proper stipend to our associates I have often referred. This need is being filled and will be filled in future years, at least to a certain extent, through the income of the large increase made in the endowment funds, but the general need, aside from stipends, is found in the purchase of books and of material illustrative of teaching. A Professor of History says: "The Department of History needs a regular income with which to purchase the current historical literature, and to carry forward the purchase of source collections necessary to all advanced work." A Professor of Romance Languages says: "We are constantly more or less hampered in our

literature courses by the fact that there is often only one copy available of works that a class of twelve or fifteen students is expected to read simultaneously, in order to be enabled to follow intelligently a discussion of such works. However, the city libraries help us out in a measure, and, besides, we are gradually adding books to our own stock, so that I am confident that the present difficulty will be obviated in the course of a few years." A Professor of Philosophy says: "That the greatest need of the Department of Philosophy is money for library purposes." A Professor of German remarks: "Our work could be much enriched by the addition of illustrative material, such as pictures, busts, (in limited numbers), lantern slides, maps, etc. Our wants are, of course, less pressing than those of some other departments." A Professor of Latin also says: "The Latin Department needs five hundred dollars annually for the purchase of books and illustrative material, if the Trustees desire that it shall be maintained in a condition at all similar to that in which other departments are being maintained."

It is also apparent that the colleges, in the opinion of some of the teaching staff, should have more instructors or fewer students. One associate writes as follows: "I think that the present needs of my department in the College may be put chiefly as more instructors and fewer students."

The need of equipment in the scientific departments is constant. The Professor of Physics writes me as follows:

"The records show that we are giving instruction in physics to about twice as many students as in 1899. There has been no corresponding increase in the equipment of the laboratory. This means that the apparatus which was formerly used in the instruction of elementary and advanced students, is now all practically in use for the first-year men, *making it often a matter of difficulty to find proper work*

for those who have wished to go on with the subject beyond the first year.

We need a considerable quantity of special apparatus for the advanced students.

A physical laboratory should contain a certain amount of standard apparatus, often large and expensive pieces, but indispensable, if work is to be done beyond the most elementary. Of such, for example, we have bought within the last ten years, a chronometer, a chronograph, a spectrometer, and induction coil, and among those which we should have, but do not possess, might be mentioned a fine balance, a potentiometer, a large electromagnet, a spectrophotometer, a modern airpump—the list might be indefinitely extended.

We should possess apparatus to illustrate the later development of physics. We have practically nothing to illustrate or study radio-activity, the subject now commanding most attention. We have nothing in illustration of such important applications as wireless telegraphy. We need models of electromagnetic machinery, as dynamos and motors.

The laboratory fees which we charge the students do not begin to keep the laboratory in running condition, yet I am sure that they are as high as they can properly be made to our students. Considering the increase in the number of students, and the increase in apparatus, the Laboratory is not as well equipped as it was ten years ago. Furthermore the laboratory fees are a serious handicap to the scientific departments. When the efficiency of a department is reckoned partly as it is with us, from the number of students in its courses, it seems unfortunate, to say the least, that a scientific department should be obliged to require of the students not only longer hours of attendance than other departments, but an actual payment of money before the student can enter upon the work.

The laboratory should have an assured income considerably larger than that afforded by laboratory fees. Within the next four or five years we should spend at least five thousand dollars to sustain the department in the position which it should occupy in an institution of the grade we aspire to attain. This were better not spent all at one time but extended through the period suggested, that growing needs might be judiciously cared for."

Needs, however, are not confined to the undergraduate colleges. The professors of the Medical School have written me frankly. The Secretary of the Faculty says:

"I beg to call your attention to the great desirability of the establishment of an income to be devoted to the employment of student assistants. Economy of expenditure prohibits the laboratory departments from employing a sufficient number of younger men on the staff (full-time Demonstrators). This deficiency can in part be supplied by the services of student assistants in the several laboratories. The advantages of this may be presented from different standpoints:—

(a) *The advantage to the student.*

Each year men enter here,—or contemplate entering here and then go to some other medical school—who, by reason of extra good preparation and foresight in choosing electives in their undergraduate college, are in advance of our entrance requirements and are entitled to exemption from some of the courses of our freshman year.

In our experience many of these men are lacking in financial resources and wish to employ the time freed by exemption from these certain first year courses, in some way to add to their income. To them two methods are open:—First, to get employment in some non-medical commercial pursuit, such as clerking in stores or hotels, assistants in offices, etc. Second, to secure an assistantship in connection with the college, in some line that will add to their

training and efficiency in their chosen profession, as well as increase their income.

The first method is inadvisable, both because it is difficult to accommodate their hours of employment to their engagements for recitation and laboratory appointments at the medical school, and because such employment does not usually fall in line with the medical training. For these reasons, such men, therefore, are satisfied to accept less income in a position as laboratory assistant, than they could earn in some outside employment.

A man having the training and fitness for laboratory assistantship is likely to lack financial resources. He has just finished a long and expensive training, and the more extensive this training has been, the better fitted is he for an assistant's place. The best fitted men are those who have been assistant in the undergraduate college and such positions in undergraduate colleges are usually accepted only by men who lack money. Therefore, automatically the men who are best fitted for assistantships are also the very men who need financial aid, and aid for such assistantships often makes the difference between possibility and impossibility of such good men training themselves for the highest levels in the medical profession.

(b). *The Advantage to the School.*

The average of the salaries of all the men in the laboratory departments who give all their time to teaching or research is about \$1800.00. On the basis of ten months of work at the college this is \$180.00 per month of 25 days of 7 hours each, or something over \$1.00 per hour.

There are in the laboratories, both in the research work and in the preparation for teaching, a great many of the less intricate manipulations and duties which can be done as well—even if not quite as rapidly—by student assistants (whose time costs the University 25 cents per hour) as by members of the teaching staff whose time costs from



\$1.00 per hour upward. If the members of the teaching staff can be relieved from these minor duties, the time thus freed will be employed in more intricate work, which will add very greatly to the completeness and efficiency of instruction and especially will add to the amount of research that will be accomplished. Therefore, from the standpoint of productiveness from a given expenditure, it is certainly logical to employ as many students as assistants as can be profitably kept at work.

A considerable number of men entering the medical college because of having completed extensive training in chemical and biological subjects in their undergraduate college courses, and also because of having served as assistants in these subjects in their undergraduate colleges, are well fitted to serve as laboratory assistants.

It is not contemplated that such men will be used in actual teaching; i. e., in the capacity of demonstrator to come in contact with students in the laboratory, but that they shall be employed in the preparation of material for teaching—which preparation is extensive and laborious in the medical school—or as assistants in research.

By reason of different trainings and capabilities the students available for assistants fall into several classes, some of which are as follows:—

(a) Men who can assemble and set up apparatus for the student and demonstration experiments in Organic Chemistry and Bio-chemistry.

(b) Men who are able to carry out routine series of quantitative chemical determinations in physiological and chemical researches.

(c) Men who can assist members of the staff in conducting experiments.

(d) Men who can carry on semi-independent researches under members of the staff.

(e) Men who can prepare material for the study of

Histology and Embryology including cutting of sections for class use,—of which many thousands must be cut each year.

(*f*) Men who can make permanent charts and diagrams for use in lectures.

(*g*) Men who can, by reason of experience as mechanics, make and repair laboratory mechanical apparatus.

(*h*) Men who can catalogue books and reprints.

(*i*) Men who can prepare and mount museum specimens.

Students of each of these several types have been employed here in recent years and have given efficient service and aided very materially in (*a*) adding to the standing equipment, (*b*) preparation for efficient instruction, (*c*) accomplishment of research.

Besides the employment of student assistants during the college year, we frequently find that an assistant who has served during one year is willing and often eager to spend the summer in assisting in research. For such service, a student assistant should receive \$50.00 per month if he gives all his time to such work, or \$25.00 per month if he gives only half his time.

During the summer vacation months, some members of the staff, not being interrupted by teaching duties, are accustomed to undertake extensive research. In this a student assistant is a very great aid, almost a necessity, and it is in this service that much in the line of productive research can be accomplished for a relatively small expenditure. This has been done on several occasions in recent summers and has resulted in the production and publication of some pieces of research that otherwise would not have been accomplished.

I have tried to show in the foregoing that the employment of student assistants is not a charity, but a very profitable investment for the school. It also adds much to the accuracy, ability, training and efficiency of the student so

employed and thus makes him the better physician when he shall go into practice. It also, in many cases, gives him a taste for research, which means that when he is in practice his attitude toward advancing knowledge in medicine will be the more enthusiastic.

(c). *The Advantage in Attracting Students to this School.*

Men of ability with college degrees are desired as students in all medical schools. This is known by students and by the instructors in undergraduate colleges. These instructors aim to secure assistantships or scholarships for their students, especially for those who have been laboratory assistants and lack financial resources.

We constantly have inquiries from instructors and from prospective students as to what scholarships or assistantships are available here.

Other medical schools offer numerous assistantships and some scholarships. Men who would come here if we could offer assistantships go instead to schools—which are otherwise less attractive to them—because of the fact that they are compelled to earn their way, in part. Many instances of this can be cited, e. g., Mr. X whose home is in Chagrin Falls, Ohio, graduated from a University in 1908 and planned to come here, but at the last moment Cornell offered him an assistantship and he went there. Mr. Y, B College '07, whose home is near Cleveland, wished to come here, but Rush offered him an assistantship and we could not. He therefore went to Rush. *We lose in this manner from two to five men each year* and these men are usually men of ability and energy, since a man lacking in energy does not have the stamina to attempt to earn part of his way through college. Already this year I have inquired from men who indicate they desire to come here next year but are compelled to go to some school which can give them a chance to add to their income.

Hence, from standpoints of (a) helping able young men

to secure a high grade medical training (b) value received by this college, both to its teaching and research and (c) of increasing the attendance of able men in this school, a fund to maintain student assistantships is highly desirable.

I believe assistantships are more desirable than scholarships. In the former, the man proves himself worthy by the very fact of doing work for what he receives and also in his assisting receives an additional training and power, but scholarships are in all institutions, at times, secured by men who are, either by their own means or through their family, able to pay their way. There is always a certain amount of resentment on the part of men not holding scholarships toward those who do hold them. There is no such resentment in regard to assistantships.

(d). *Method of Providing and Assigning Assistantships.*

I believe it is wisest to establish an assistantship fund to be appropriated each year to various departments as occasion demands rather than to establish a number of separate designated assistantships. The needs of departments vary from year to year; the amount needed by various students differs; the time that assistants can give varies: some men are worth 25 cents per hour, others by reason of longer experience 40 or even 50 cents per hour. Therefore an elastic fund is better than fixed assistantships.

Such a fund could be appropriated in a manner to meet the needs of the departments or researches or to suit the training and abilities of applicants in each year. Such appropriations could be made either by a committee composed of the heads of the laboratory departments, or by the officers of the school (Dean, Treasurer and Secretary).

(e) *The amount that could be profitably employed.*

Ordinarily six to eight first year candidates of ability would be available. It is in the first year that students are more likely to have free time. In many cases a student would have time to continue this work in the second

year. Occasionally a man would be found who would be willing to spend five years in the course providing he could hold an assistantship throughout. He would certainly become more valuable with each succeeding year and a scale of wage, increasing with term of service, might be established.

There will be a few men who can be employed in summer and, as previously noted, they will be worth \$50.00 per month if they employ their entire time. Such a man would probably work three months in the summer.

The ordinary man would be satisfied if he could earn his tuition, though some might wish more, even up to \$250.00 per year for men spending five years in the course. We could with profit appoint ten student assistants per year. To provide for this would require from \$1200.00 to \$1800.00 per year.

We cannot solve this problem by simply remitting tuition to such men. That diminishes the income of the school. Their tuition should be paid from a fund in return for their services. What is needed is an endowment yielding \$1200.00 to \$1800.00 per year for this purpose. This means at 5 per cent. \$25,000.00 to \$40,000.00. If a beginning could be made on such a fund it would yield much in service to this school and through it we could attract yearly at least a half dozen new men who now go to other schools which have such provision. After a student has been here one year he is likely to remain throughout the course."

Regarding the employment of student assistants, the Professor of Physiology writes endorsing the suggestions made: "For four years I have made as extensive use of students in my research work as my budget would allow. I could, with undoubted profit, employ more of them. The men I employ have all had a good chemical training and I assign *them to making* quantitative chemical estimations neces-

sary in my research work. I also employ them during the summer vacation for the same purpose and last year the student I had did a very important piece of research largely by himself."

The Professor of Pharmacology writes: "I confine myself mainly to my own department—not only because I know it best, but because I believe that its needs are broadly the same as those of every department, of the school, and even of the University. Our needs must be determined by our aims. I take these to be two-fold—training young men for their career; and advancing the sum of knowledge. It is no longer necessary to present arguments why research and teaching should go hand in hand in a university worthy of the name. The progress in both directions, in this school, since I have been in a position to observe it, has been highly satisfactory. In many directions, indeed, we have done pioneer work, and as a result, our reputation amongst the people whose opinion is worth having, is very high. Within recent years, however, conditions are changing from pioneering to cultivation, and we are brought to face new problems. The improvements which we helped to initiate, have been taken up by others, and if we are not alive to this fact, we shall soon be outstripped. In the pioneer period of science and education, few resources are required, other than independence and intelligence. Successful cultivation, on the other hand, requires material resources. A very little apparatus is vastly better than none. Even a decade ago, properly equipped laboratories were rare indeed, and we could therefore achieve relatively very large results with a very small equipment, at a very small expense. At present, well equipped laboratories are the rule in the better medical schools, indeed, I believe that our equipment is now below the average of that of the good schools. We are attempting the impossible task of advancing the grade of

our work without advancing our resources. In my own department, there has been no material addition to the equipment for a number of years, because the appropriations have been scarcely sufficient to cover the most indispensable current expenses. It is true that the budget has shown a steady increase, but this has been quite inadequate to meet the growing demands. I fear that the department is relatively less efficiently equipped to meet the modern demands, than it was five years ago for the demands at that time. The detailed presentation of these material needs, you may find in my report to the treasurer. What I wish to emphasize is, that the main need of my department consists in a modernization of its equipment; and this I believe to be also the main need of the other laboratory departments. Nor is this a matter which should frighten by its magnitude. A relatively small amount of money would go a very long way. In my department, for instance, the pressing deficiencies could be met by \$700.

In the matter of staff, we are in a much more satisfactory condition, so long as we are content with keeping our assistants only so long as they are in the process of training; and part with them so soon as they are fit to take a responsible position. This places serious burdens on the heads of the departments, but so long as our income is restricted, it seems the wiser policy: it effects a greater saving with less loss of efficiency than could be done in almost any other direction. The reputation of the school, and the fact that the men who have received their training in this department have all received excellent positions elsewhere, has supplied us with good raw material. On the other hand if we look forward to these frequent changes, the burden on the head of the department, and the risks of being temporarily without any assistance, should be minimized by keeping at least two assistants in each department. Furthermore, the frequency of the changes

should be decreased by gradually raising the salaries, according to length of service. The first object could be partly met, in an economical manner, by the establishment of student research fellowships during the summer months. Working scholarships during the school term, on the other hand are not advisable, except for such men as devote extra time to the whole course. When thus guarded, small scholarships would yield large returns, and they might also serve to bring some desirable men to us. As to the latter subject, however, I believe it to be a minor matter. If we can keep the reputation of the school sufficiently attractive, and if we are content to adhere to our traditional policy of placing quality above quantity, we need not worry about our student body.

So much for the needs of the laboratory departments. As I have tried to point out, these are not very large or difficult, although they are somewhat pressing. A much more serious need of the school is the improvement of the clinical departments. There can be little question that these have been conducted as efficiently as present conditions will allow,—conditions which make the university work of the clinical teacher an unprofitable side-line. Here also, conditions around us have changed. If this is to remain a university school in fact, as well as in name, it is imperative that the clinical departments should also be conducted according to university principles. I find it to be the general opinion amongst the leaders in medical education and research, that the greatest need of our profession is along the line of correlation between the laboratory and clinic. The establishment of the Cushing Laboratory gives us an unexcelled opportunity to approach this from the laboratory side; but the results will be disappointing unless provision is made for approaching it also from the clinical side. This can only be done by organizing the clinical chairs on a university basis.



As concerns the University as a whole, I would not venture any suggestions, beyond expressing my opinion that its interests will be best served by giving the largest possible opportunities for individual development to the departments in which the most pressing needs exist."

The head Professor of Surgery, speaking of his own Department, and also in general, says: "We are, at the present time seeking to improve the entire curriculum of the school. As that of the Surgical Department was thoroughly gone over and re-organized a year ago, it seems to require relatively little change.

As to the methods for its improvement, I think that what it needs is common to all departments. I do not see that much more advance can be made in the clinical departments until more money is placed at their disposal. Until last year the Surgical Department had no funds whatever to utilize for teaching, instruments, drawing or museum purposes. Last year we received a sufficient sum to inaugurate two courses, one on operative surgery, together with the technique belonging to it, and another on the pathology of surgery. For the former course we had simply money enough to pay for our material. The instructor in this branch, which is extremely onerous, and requires much time, received nothing. In the latter we had enough money to meet our expenses after conducting the department in the most economical manner possible and paying the instructor \$600.

Arrangements have been made for the continuance of instruction in these two branches for the coming year. It is becoming constantly more and more difficult, however, to command sufficient time of the younger men to conduct regular and systematic elementary teaching, without sufficient remuneration to compensate them for the time expended, since unfortunately the kind of teaching done by *them* brings little if any reward except possibly hope of

promotion, and most of the teachers are compelled to earn their way in their professions and cannot afford to set aside any professional work which may chance to offer for unremunerated work in school or hospital. It seems to me, therefore, that the greatest need at the present time in the school is for sufficient means to enable us to pay the younger teachers a small sum for their work. Unless we do this we cannot command their time with certainty. The older men may be willing, for a time, to continue their work in the school without any remuneration whatever. The number who will do this, however, with regularity and efficiency is small, and it seems to me that the time is not far away when if the medical department is to keep abreast with the development of schools elsewhere the men holding clinical chairs must also receive some remuneration for their work.

As to what the University as a whole most needs, the thing which seems to me most important is that it should get into closer association with the interests of Cleveland. When it can awaken local enthusiasm and loyalty it will have few needs which will not soon be cared for by the constituency which it so immediately serves."

In respect to the teaching of obstetrics two Instructors of the Department write of certain specific needs. Dr. Bill writes me as follows: "It has been my opinion that the one thing most needed in this department in the past has been more adequate clinical teaching. Didactic work, lectures and quizzes, while of course important and necessary, do not go very far toward preparing the student so that he is able to properly manage obstetrical cases.

The lack of clinical material for obstetrical teaching has long been felt in this school and it was with the idea of improving this particular division of our department that I have endeavored to build up a clinic which would furnish sufficient material to give our students a large amount of *practical work*.

Before stating our needs let me simply mention what we have already accomplished. At present the College Clinic consists simply of an out-patient department which is a branch of the general dispensary of Lakeside Hospital and W. R. U. All calls are received at Lakeside Hospital and supplies are furnished by the Hospital so that it is really the headquarters. There is, however, no dispensary station at which patients may be received and examined, all the work being done at the homes. We have a visiting nurse who gives all of her time to the work of this dispensary, investigating the needs of the waiting cases after they have made application and giving the usual obstetrical care after confinement. The expense of employing the nurse has so far been met by private subscriptions. The number of women treated in this service will probably reach about 400 during the present year. The clinic as it now stands, although a splendid nucleus, should in my opinion be considered as simply a beginning, that is a foundation for that which furnishes the best facilities for ideal obstetrical teaching, namely an obstetrical hospital. With the growth of an out-patient department a hospital ward becomes a necessity for there are different cases which in justice to the patient should not be treated in homes such as we find. There are also frequently applications from patients who have no place whatever in which to be taken care of during confinement. Such cases are at present referred to some other hospital since there are no hospital beds at the disposal of this dispensary. Thus the students lose much experience in the abnormal and unusual cases. Nearly all the large lying-in hospitals have out-patient departments and it is from the latter that much of the material for the in-door departments is received. While much of the practical work done by the students is in the out-patient department, the best actual instruction is given in the hospital.

What we need is in the first place an arrangement for continuing the work already started in the most satisfactory manner. To do this, first the employment of the visiting nurse should be continued and a permanent means of meeting the expense established; secondly, a dispensary headquarters should be established at which patients might be received for ante-partum examination and treatment and where calls for confinements could be received. In this station there would also be a room in which students could live during the time when they are on duty. Such a students room is very necessary and is the only way in which prompt attendance at cases may be insured.

Finally, we need hospital beds, preferably an Obstetrical Hospital, both to take the best care of the patients whom we already have and to furnish a better means of instructing the students.

Although this is not a very modest statement of our needs which are really great, it nevertheless expresses the ideal for which we should plan."

For the filling of these needs, and others which I will not mention, I invoke your wise and generous consideration. Such consideration has been given to the opportunities opened in the University in former years. Similar needs have been filled by those who have finished their life's work, our former associates and co-workers. They are held in grateful and enduring remembrance. An immediate and ever enlarging work is committed to us.

To the following reports of Deans and other officers, I beg leave to call your most earnest attention.

I remain, Sirs, with considerations of great respect and regard,

Very truly yours,

CHARLES F. THWING,

President.

Cleveland, 15 June, 1909.

## REPORT OF THE DEAN OF ADELBERT COLLEGE.

### *To the President:*

The various courses given during the past year, with the number of students attending each, are shown in the following tables:

#### FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Bible .....	1	Life of Christ .....	..	1	1	95	..	97
Biology .....	2	Invertebrate Anatomy .....	..	1	..	..	1	2
" .....	3	Vertebrate Anatomy .....	1	6	..	..	1	8
" .....	6	Physiology .....	13	15	7	..	..	35
" .....	12	Living Things. ....	6	3	2	..	..	11
" .....	11	Cryptogamic Botany .....	1	..	..	..	..	1
Chemistry ..	1	Inorganic: Non-Metals...	1	..	12	8	..	21
" .....	3	Inorganic .....	..	..	3	38	..	41
" .....	5	Organic.....	2	3	7	..	1	13
" .....	7	Inorganic Preparations...	2	4	5	..	..	11
Church Hist.	6	Superstitions.....	14	2	1	..	..	17
Economics..	1	Elements.....	1	17	43	5	1	67
" .....	7	Trusts .....	7	4	1	..	..	12
" .....	8	Hist'y of Political Thought	..	..	..	..	..	..
English .....	1	Rhetoric .....	..	..	..	110	1	111
" .....	3	Themes .....	1	1	72	..	..	74
" .....	5	Daily Themes .....	5	8	1	..	1	15
" .....	6	Daily Themes .....	3	..	..	..	..	3
" .....	7	Forensics .....	..	1	..	..	1	2
" .....	9	Practical Debating.....	2	1	4	1	..	8
" .....	10	Chaucer and Spencer.....	3	3	16	..	1	23
" .....	12	Milton .....	..	..	..	..	..	..
" .....	14	Tennyson .....	9	1	..	..	..	10
" .....	15	American Literature .....	3	3	..	..	..	6
French .....	1	Elementary .....	3	5	19	48	..	75
" .....	3	Nineteenth Century Text.	3	9	17	2	1	32
" .....	5	Prose Composition.....	..	..	..	..	..	..
Geology ...	1	Mineralogy .....	1	7	..	..	..	8
" .....	3	Lithology .....	14	20	4	..	..	38
" .....	7	Local Geology.....	..	..	..	..	1	1

## FIRST HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
German	... 1	Elementary .....	..	..	2	19	..	21
"	... 3	Second Year .....	1	1	16	48	1	67
"	... 5	Selected Masterpieces ..	..	..	3	20	..	23
"	... 7	Author Course.....	2	7	19	..	..	28
"	... 17	Faust.....	4	..	..	..	..	4
Greek	... 2	Homer. The Odyssey ..	..	..	..	2	..	2
"	... 3	The Drama.....	..	..	2	..	..	2
"	... 7	Idyllic Poetry.....	1	..	..	..	..	1
"	... 15	Elementary Greek.....	..	..	1	1	..	2
"	... 17	Second Year Greek .....	..	2	2	..	..	4
"	... 21	Ancient Civilization.....	..	..	3	..	..	3
History	... 1	Mediaeval .....	1	6	25	32	1	65
"	... 5	England .....	2	4	9	..	..	15
"	... 7	American Colonies.....	10	6	11	..	..	27
"	... 9	French Revolution.....	14	2	..	..	..	16
"	... 13	American Diplomacy.....	4	..	..	..	..	4
Italian	...	.....	2	3	2	..	1	8
Latin	... 1	Livy or Cicero .....	..	2	13	66	..	81
"	... 3	Horace .....	1	..	6	..	..	7
"	... 5	Cicero's Letters.....	2	1	..	..	..	3
"	... 11	Cicero and Vergil.....	..	..	2	33	..	35
Mathematics	1	Trigonometry .....	1	..	1	97	..	99
"	... 4	Algebra .....	2	5	29	3	..	39
"	... 8	Calculus .....	2	17	..	..	1	20
"	... 10	Quaternions .....	1	..	..	..	..	1
Philosophy	1	Psychology.....	3	10	21	..	..	34
"	... 2	Anthropology .....	12	15	9	..	..	36
"	... 5	Ethics.....	13	1	..	..	..	14
"	... 6	History .....	9	1	..	..	..	10
"	... 12	Aesthetics .....	1	1	..	..	..	2
Physics	... 1	Mechanics, Sound, Heat..	1	3	18	1	2	25
"	... 5	Electricity, Magnetism...	1	..	..	..	..	1
"	... 8	Mechanics.....	5	2	..	..	..	7
"	... 11	Physical Experiment.....	1	1	..	..	..	2
"	... 12	Physical Experiment .....	1	..	..	..	..	1
Pol. Science.	1	American Government ..	10	11	14	..	1	36
"	... 5	British Government.....	7	1	..	..	..	8
Sociology	3	Practical Sociology.....	8	6	5	1	1	21
"	... 5	Colonization.....	4	..	2	..	..	6
"	... 7	Philanthropy .....	8	1	..	..	..	9

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
Astronomy..	1	Descriptive .....	6	14	25	1	..	46
Biology .....	1	Elementary .....	2	1	9	1	..	13
"	7	Vertebrate Embryology..	..	7	..	..	..	7
"	9	Animal Behavior .....	10	8	14	..	..	32
"	10	Botany .....	2	3	..	..	..	5
Chemistry ..	2	Inorganic .....	..	1	6	20	..	27
"	4	Inorganic .....	1	..	5	22	..	28
"	6	Organic .....	1	4	6	..	1	13
"	8	Qualitative Analysis.....	1	9	4	3	..	17
"	10	Quantitative Analysis ....	..	..	..	..	1	1
"	12	Physical .....	..	3	2	..	1	6
Church Hist.	5	Life in Middle Ages.....	10	1	1	..	..	12
Economics..	3	Money and Banking .....	8	9	13	2	..	32
"	5	Economic Problems.....	13	9	17	..	..	39
English	2	Rhetoric.....	..	1	2	98	1	102
"	4	Theme Writing.....	2	2	68	1	..	73
"	5	Daily Themes .....	5	1	1	..	..	7
"	6	Daily Themes .....	6	4	1	..	..	11
"	11	Shakespeare .....	2	4	20	1	1	28
"	13	Collins to Keats.....	4	8	9	..	..	21
"	17	The English Novel.....	..	..	..	..	..	..
"	30	Public Speaking.....	3	1	14	..	1	19
French .....	2	Elementary .....	..	6	16	44	..	66
"	4	Classic Drama.....	2	9	16	1	1	29
"	6	French Prose Composition	..	..	..	..	..	..
Geology ....	2	Mineralogy.....	..	..	..	..	1	1
"	4	Structural .....	10	14	1	..	..	25
German ....	2	Elementary.....	1	..	3	17	..	21
"	4	Second Year .....	1	1	17	44	1	64
"	6	Selected Masterpieces....	..	2	3	14	..	19
"	8	Author Course.....	3	5	6	..	..	14
"	21	Lessing's Laokoon.....	3	..	..	1	..	4
Greek .....	2	Homer. The Odyssey....	..	1	2	2	..	5
"	4	Plato .....	..	..	2	..	..	2
"	16	Elementary Greek .....	..	..	1	1	..	2
"	6	History .....	1	..	..	..	..	1
"	22	Greek Literature ....	6	1	5	..	..	12
History .....	2	Modern European.....	1	2	14	28	1	46
"	6	Eng. in 18th-19th Cen....	4	5	11	..	1	21
History.....	8	United States.....	9	5	9	..	..	23

## SECOND HALF-YEAR.

Course.	No.	Subject.	Seniors.	Juniors.	Sophomores.	Freshmen.	Special.	Total.
History.....	10	Napoleonic Period .....	11	2	..	..	..	1
Italian.....	2	Dante .....	2	2	1	..	..	..
Latin .....	2	Plautus .....	..	2	14	68	..	8
" .....	4	Tacitus, Juvenal .....	..	..	6	..	..	..
" .....	6	Lucretius .....	2	..	..	..	..	..
" .....	12	Vergil and Grammar .....	..	..	1	30	..	8
Mathematics	2	Analytic Geometry .....	2	..	4	97	1	10
" .....	6	Trigonometry .....	..	..	..	..	..	..
" .....	7	Calculus .....	..	..	..	..	..	..
" .....	11	Differential Equations ..	..	9	..	..	1	1
Philosophy..	3	Logic .....	1	3	10	2	..	1
" .....	4	Elements of Philosophy ..	10	10	19	..	..	3
" .....	10	Social Institutions .....	9	6	..	..	..	1
" .....	13	Philosophy of Religion...	5	1	..	..	..	..
" .....	15	Philosophy of Religion...	2	..	2	..	..	..
" .....	6	Gen. Hist. of Philosophy.	9	1	..	..	..	1
Physics.....	2	Electricity, Light .....	..	4	16	1	..	2
" .....	7	(a) Mechanical Drawing .	..	1	9	..	..	1
" .....	7	(b) Descriptive Geometry.	..	9	1	..	..	1
" .....	6	Alternating Currents.....	1	..	..	..	..	..
" .....	11	Physical Experiment ....	1	1	..	..	..	..
" .....	12	Physical Experiment ....	1	..	..	..	..	..
Pol. Science.	2	Municipal Government...	3	9	12	1	1	2
" .....	9	Government of Ohio. ...	7	2	..	..	..	..
Sociology...	4	Charities and Correction .	10	9	5	..	..	2
" .....	6	American Society .....	8	4	4	..	..	1
" .....	8	The Family .....	8	..	..	..	..	..

Eleven per cent of the students in Adelbert College expect to take part of their work in the Law School during their Senior year, nine per cent expect to enter the Medical School at the end of their Junior year, and twenty-five per cent expect to enter Case School at the end of their Junior year, making a total of forty-five per cent in Adelbert College who expect to do all or part of their Senior work in the professional schools.

Respectfully submitted,

JOHN DICKERMAN,

Dear



# REPORT OF THE REGISTRAR OF THE COLLEGE FOR WOMEN.

## To the President :

The following tables show the courses given in 1908-1909, and the number of students in each :

### FIRST HALF-YEAR

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology .	1	Prof. Curtis	13	19	1	..	..	33	33
Art .....	1 Ancient	Prof. Fowler	8	3	1	..	2	14	14
Bible .....	1 Life of Christ	Pres. Thwing	..	1	2	71	5	79	..
" .....	3 Old Testament	Dr. Madsen	1	1	47	6	4	59	138
Biology .....	6 Physiology	Ass't Prof. James	13	17	13	..	4	47	..
" .....	12 Living Things	Prof. Herrick	1	3	..	..	..	4	51
Chemistry. ....	1 Non-Metallic Elements	Prof. Gruener	7	18	13	23	5	66	..
" .....	2 Inorganic	Prof. Tower	..	..	1	3	..	4	..
" .....	7 Sanitary	Prof. Gruener	2	2	..	..	..	4	74
Economics. ....	1 Elements	Prof. Arbuthnot	8	6	4	1	..	19	19
Education .....	Prof. Aikins and Prof. Ladd	5	6	..	..	1	12	12	..
English .....	1 Principles of Composition	Miss Townley	..	..	4	79	6	89	..
" .....	3 Daily Themes	Ass't Prof. Myers	1	6	3	1	1	12	..
" .....	5 Themes	Ass't Prof. Myers	1	1	..	..	..	2	..
" .....	8 Old English	Prof. Hulme	5	..	..	..	..	5	..
" .....	13 Shakespeare	Ass't Prof. Myers	6	15	2	..	1	24	..
" .....	16 Classicism	Prof. Hulme	1	3	44	5	3	56	..
" .....	19 English Novel	Prof. Hulme	9	18	1	..	..	28	..
" .....	20 Tennyson	Prof. Hulme	3	5	1	..	1	10	..
" .....	23 English Essay	Ass't Prof. Myers	9	..	..	..	..	9	235
Geology .....	3 Dynamic	Prof. Cushing	10	3	5	..	1	19	19
German .....	1 Elementary	Miss Hibbard	2	4	3	7	..	16	..
" .....	3 Modern German Prose	Prof. Deering	..	1	1	12	1	15	..
" .....	3 Modern German Prose	Miss Hibbard	..	2	1	8	..	11	..
" .....	5 Schiller	Prof. Deering	3	7	7	9	3	29	..
" .....	5 Schiller	Miss Hibbard	..	1	7	10	..	18	..
" .....	7 Goethe	Prof. Deering	4	10	12	1	1	28	..
" .....	14 Heine	Prof. Deering	3	7	..	..	..	10	127
Greek .....	A Elementary	Prof. Fowler	..	6	5	1	..	12	..
" .....	B Xenophon and Homer	Dr. Leutner	1	1	1	2	..	5	..
" .....	1 Attic Orators	Prof. Fowler	..	1	..	5	..	6	..
" .....	8 Drama	Dr. Leutner	..	..	3	..	..	3	..
" .....	7 Idyllic Poetry	Prof. Bill	..	1	..	..	..	1	27

# WESTERN RESERVE UNIVERSITY

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## FIRST HALF-YEAR.

course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
1 A	Beginnings of Modern Europe	Prof. Bourne..	..	1	4	26	5	36	..
3	England.....	Ass't Prof. Benton ..	..	6	3	6	..	15	..
5	American Colonial.....	Ass't Prof. Robertson.	1	8	20	2	6	37	..
6 B	United States.....	Ass't Prof. Robertson	6	7	..	..	..	13	..
7	French Revolution.....	Prof. Bourne..	13	16	6	1	3	39	..
8 B	Recent European.....	Prof. Bourne..	10	2	..	..	..	12	..
9	American Political Institutions	Ass't Prof. Robertson	7	2	..	..	..	9	..
13	Life in the Middle Ages, Assoc. Prof. Severance	3	4	3	..	..	..	10	171
1	Livy.....	Prof. Perkins..	1	..	2	47	4	54	..
1	Livy.....	Dr. Leutner....	..	..	..	26	..	26	..
3	Horace.....	Prof. Perkins..	..	1	26	1	1	29	..
5-4	Pliny and Cicero.....	Prof. Perkins..	14	19	..	..	..	33	142
1	Trigonometry.....	Prof. Palmié ..	..	..	1	17	..	18	..
1	Trigonometry.....	Miss Mitchell..	..	..	..	39	4	43	..
5	Analytical Geometry.....	Miss Mitchell..	..	3	10	1	..	14	..
7	Integral Calculus.....	Miss Mitchell..	..	1	..	..	..	1	..
14	Theory of Numbers.....	Miss Mitchell..	4	1	..	..	..	5	81
3	Harmony.....	Mr. Clemens ..	3	1	1	1	4	10	..
5	Harmony and Counterpoint..	Mr. Clemens ..	1	1	1	..	1	4	14
2	Psychology.....	Prof. Aikins...	4	24	28	3	7	66	..
3	Ethics.....	Prof. Aikins...	9	2	1	..	..	12	..
5	History of Philosophy.....	Prof. Aikins...	4	1	..	..	..	5	..
13	Aesthetics.....	Dr. Moore....	2	..	..	..	1	3	86
1	General.....	Prof. Whitman	4	..	2	..	..	6	..
9	Descriptive.....	Prof. Whitman	..	..	..	25	2	27	..
11	Physical Experiment ..	Prof. Whitman	..	2	..	..	..	2	35
2	National Governments..	Assoc. Prof. Hatton	2	..	..	..	..	2	2
ce Languages.									
1	Elementary.....	Assoc. Prof. Borgerhoff	2	5	14	5	2	28	..
1	Elementary.....	Miss Smith....	3	4	4	2	2	15	..
3	Modern French.....	Assoc. Prof. Borgerhoff	1	2	..	7	2	12	..
3	Modern French.....	Miss Smith....	5	6	8	4	4	27	..
5	Classic Drama.....	Assoc. Prof. Borgerhoff	2	1	5	1	3	12	..
17-18	History of French Literature..	Miss Smith....	3	3	..	1	..	7	..
1	Elementary.....	Assoc. Prof. Borgerhoff	1	3	1	1	1	7	..
1	Elementary.....	Miss Smith....	2	8	..	..	..	5	113
3	Practical.....	Assoc. Prof. Cutler	26	2	1	..	2	31	81

## SECOND HALF-YEAR.

Course.	Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Anthropology.	2 Social Ethics .....	Prof. Curtis...	16	13	..	..	..	29	29
Art .....	1 Ancient .....	Prof. Fowler..	3	1	2	..	1	7	..
Astronomy .....	.. ..	Prof. Whitman	2	11	4	..	1	18	..
Bible. ....	2 Acts and Epistles.....	Dr. Madsen	..	1	2	66	7	76	138
" .....	4 Old Testament .....	Dr. Madsen	1	1	53	1	3	59	..
Biology.....	1 General .....	Prof. Herrick..	1	10	1	5	1	18	..
" .....	9 Animal Behavior.....	Prof. Herrick..	4	..	..	..	1	5	..
" .....	10 Botany .....	Ass't Prof. James	..	1	4	1	1	7	..
Chemistry.....	1 Non-Metallic Elements.....	Dr. Kanolt....	..	1	20	4	25	..	..
" .....	3 Metals .....	Prof. Gruener..	..	3	8	1	12	..	..
" .....	4 Physiological.....	Prof. Gruener..	4	7	16	..	2	29	..
" .....	6 Qualitative Analysis .....	Prof. Tower....	..	1	..	2	..	3	..
" .....	8 Physical .....	Prof. Tower....	..	1	..	..	..	1	..
Economics.....	3 Money and Banking.....	Prof. Arbuthnot	10	2	..	..	1	13	..
" .....	5 Economic Problems.....	Prof. Arbuthnot	12	5	4	..	..	21	..
English.....	2 Composition .....	Miss Townley..	..	..	11	65	7	83	..
" .....	4 Themes. ....	Ass't Prof. Myers	1	3	1	1	1	7	..
" .....	7 A Versification .....	Ass't Prof. Myers	5	3	..	..	..	8	..
" .....	9 Old English Poetry .....	Prof. Hulme...	3	..	..	..	..	3	..
" .....	11 Chaucer .....	Prof. Hulme...	10	5	..	..	..	15	..
" .....	17 Rom'tic Movem't of 18th Cent.	Prof. Hulme...	2	3	43	2	4	54	..
" .....	18 American Literature .....	Ass't Prof. Myers	20	17	1	..	1	39	..
" .....	24 The Brownings .....	Prof. Hulme...	6	6	1	..	1	14	223
Geology.....	4 Structural and Historical.....	Prof. Cushing..	6	4	8	..	1	14	14
German .....	2 Elementary.....	Miss Hibbard..	2	3	4	13	..	22	..
" .....	4 Modern Texts.....	Prof. Deering..	..	2	..	10	1	13	..
" .....	4 Modern Texts.....	Miss Hibbard..	..	1	5	5	..	11	..
" .....	6 Schiller .....	Prof. Deering..	..	4	8	6	3	21	..
" .....	6 Schiller .....	Miss Hibbard..	..	2	7	9	..	18	..
" .....	8 Modern Authors .....	Prof. Deering..	1	5	11	..	1	18	..
" .....	18 Old Germanic Myths and Legends	Prof. Deering..	2	6	1	..	..	9	..
" .....	20 Great Masterpieces .....	Miss Hibbard..	..	3	..	..	..	3	115
Greek .....	A Elementary .....	Dr. Leutner...	..	5	3	1	..	9	..
" .....	2 Homer .....	Prof. Bill .....	1	1	..	7	..	9	..
" .....	4 Plato's Apology, Crito .....	Prof. Fowler..	..	1	3	..	..	4	..
" .....	6 History .....	Prof. Fowler..	..	1	..	..	..	1	23
History.....	1 Middle Ages.....	Dr. Hemmeon..	..	..	3	36	2	41	..
" .....	2 A Europe in 17th and 18th Cent.	Prof. Bourne...	1	3	12	6	5	27	..
" .....	3 A England since 1688.....	Ass't Prof. Benton	5	7	10	2	1	25	..
" .....	6 A United States.....	Ass't Prof. Benton	2	10	19	2	5	38	..
" .....	8 A Napoleonic Era .....	Prof. Bourne...	7	21	5	..	2	35	..
" .....	12 Historical Research .....	Prof. Bourne...	8	1	..	..	1	10	..
" .....	14 Beliefs and Superstitions of Middle Ages	Assoc. Prof. Severance	15	8	8	..	2	33	209

SECOND HALF-YEAR.

Course.		Subject.	Instructor.	Seniors.	Juniors.	Sophomores.	Freshmen.	Specials.	Total.	Grand Total.
Latin.....	2	Cicero de Senectute, Horace....	Prof. Perkins..	2	..	3	63	5	73	
"	9	Catullus .....	Prof. Perkins..	..	1	21	1	..	23	..
"	12	Juvenal and Martial .....	Dr. Leutner ..	..	19	..	..	..	19	..
"	15	Teachers' Training Course....	Prof. Perkins..	17	1	..	..	..	18	183
Mathematics..	2	Algebra.....	Prof. Palmié ..	1	1	2	20	1	25	..
"	2	Algebra .....	Miss Mitchell..	..	..	2	42	4	48	..
"	4	Foundations of Geometry ....	Prof. Palmié ..	8	3	..	..	..	11	..
"	6	Differential Calculus .....	Prof. Palmié ..	..	2	8	..	1	11	95
Music.....	4	Harmony.....	Mr. Clemens ..	2	1	1	..	4	8	..
"	6	Harmony and Counterpoint.	Mr. Clemens ..	..	..	..	..	1	1	9
Philosophy....	4	Introdu'n to Philosophy . . .	Prof. Aikins... 7	14	6	..	2	29	..	
"	10	Advanced Psychology.....	Prof. Aikins... 10	5	11	..	3	29	..	
"	12	Philosophy of Religion.....	Prof. Aikins... 4	..	..	..	..	4	..	
"	14	Advanced Psychology.....	Prof. Aikins... 1	..	..	..	..	1	63	
Physics.....	2	General .....	Prof. Whitman 1	..	..	..	..	1	1	
Pol. Science...	1	Municipal Government..	Assoc. Prof. Hatton 8	2	1	..	..	11	11	
Romance Languages.										
French.....	2	Elementary .....	Assoc. Prof. Borgerhoff 5	5	11	5	1	27	..	
"	2	Elementary .....	Miss Smith.... 1	6	6	4	3	20	..	
"	4	Modern French .....	Assoc. Prof. Borgerhoff 4	4	4	6	1	19	..	
"	4	Modern French .....	Miss Smith.... 4	2	3	3	3	15	..	
"	6	Drama of 18th and 19th Centuries	Assoc. Prof. Borgerhoff 2	..	6	1	1	10	..	
"	18	History of French Literature..	Miss Smith ... 4	2	1	1	..	8	..	
Italian .....	3	Dante's Divine Comedy	Assoc. Prof. Borgerhoff 2	3	..	1	1	7	..	
Spanish . ....	2	Modern Spanish .....	Miss Smith.... 2	2	..	..	..	4	110	
Sociology .....	4	Charities and Correction .	Assoc. Prof. Cutler 16	11	1	..	2	30	..	
"	6	American Society .....	Assoc. Prof. Cutler 9	9	1	..	..	19	49	

Respectfully submitted,

CLARA L. MYERS,

Registrar.

REPORT OF THE DEAN OF THE GRADUATE  
SCHOOL.*To the President:*

I have the honor to submit the following report for the Graduate School for the year 1908-1909.

During the year twenty-one students, five men and sixteen women, have been enrolled and at work. Eight of these are graduates of the College for Women, two of Adelbert College, two of Oberlin College, and one each of Wells College, Ohio State University, Geneva College, Buchtel College, Columbia University, Valparaiso University, Vassar College, Baldwin University, and Brown University.

Of these students twelve are in the first year of their graduate work, seven in the second, one in the third, and one in the fifth. Thirty-six instructors offered one hundred and thirty-nine courses of study. There are six candidates for the Master's degree at the approaching commencement.

In the different departments instruction has been given as follows: In Art to three students, in Biology to three, in Chemistry to one, in Economics to three, in English to five, in French to two, in German to one, in History to eight, in Italian to two, in Latin to two, in Mathematics to two, in Philosophy to eight, in Political Science to two, in Physics to one, in Sociology to eight.

To this simple statement of the year's work it hardly seems necessary to add special comment. Attention may be called to one or two points not brought out above. (1) Of the students enrolled this year eleven, that is a little more than half, are teachers in the schools in and around Cleveland, while others will soon become teachers. As such they are men and women of more than ordinary maturity and ability, who show their earnestness by adding *one or more* graduate courses to their work of teaching.

It is gratifying to know that the University, through the Graduate School, is able to offer to so many such the opportunity for advanced work, for this opportunity is of great value to them and they cannot go elsewhere to get it. Moreover, these students carry the name and influence of the University into every school into which they go. Our bread thus cast upon the waters should return to us ere-long in the new Freshmen which these, our older students, will send to the undergraduate colleges. Though these teacher-students are in many ways so desirable, there is one danger here to which attention may be called that it may be avoided. It is the danger that these teachers, busy in their schools, may not have time and strength enough left for their graduate study. By limiting the number of the courses they may take and insisting that they maintain a high standard in their work, the effort is made to minimize this danger.

(2) The experiment begun last year by the undergraduate colleges of offering evening courses to those unable to attend in the morning has been continued during this year. Since some of the applicants already hold the bachelor's degree and most, if not all of the courses are of advanced character, it has been decided that, for the present, regular graduates may, with the instructor's endorsement in each case, receive credit for these courses for the Master's degree. Five students, each taking one evening course at a time, have applied for this credit during the year. As the whole matter is yet an experiment, it is difficult to say what the outcome may be. For the present we may be content to enforce a high standard for the work done in such courses and then await developments.

Respectfully submitted,

R. W. DEERING,

Dean.

## REPORT OF THE DEAN OF THE MEDICAL COLLEGE.

### *To the President:*

I have the honor to submit to you the following report, as Dean of the Medical Department of Western Reserve University.

The total number of students in attendance during the year is 98, arranged in classes as follows:

Fourth year .....	28
Third year .....	21
Second year .....	17
First year .....	30
Special .....	2
<hr/>	
Total .....	98

The diminution in number for the year is partly due to the unusually large class which graduated last year, and partly to the fact that a few men dropped out during the year. It is gratifying; however, that while the entering class last year contained eighteen men, the entering class this year contains thirty.

The following states are represented in the student body: Illinois, Indiana, Iowa, Michigan, New Mexico, New York, Ohio, Pennsylvania, South Dakota, West Virginia, and Wisconsin. These students also represent the following Colleges and Universities: Adelbert, Allegheny, Bethany, Bucknell, Case, Concordia, Cornell, Denison, East Lynn, Franklin, Grove City, Hamilton, Heidelberg, Indiana University, Iowa College, Kalamazoo, Kenyon, Keuka, Miami, Mt. Union, Muskingum, Oberlin, Ohio Northern, Ohio State, Ohio Wesleyan, Otterbein, Park, St. Ignatius, St. Paul's Seminary, Tri-State, University of Illinois,

University of Iowa, University of Jena, University of Utah, University of Wisconsin, Wabash, Washington and Jefferson, Westminster, Wooster and Yale, a total of forty different institutions.

Of the 98 students in College, 83 have received, or will receive at the end of their first year in Medicine, a literary degree, making 84.69% of the students in attendance who have received their literary degree. In addition 5 others will be able to make their degree at some time during the medical course, making almost 90% of full collegiate standing.

The total amount of money collected from student fees, during the current year, is about \$12,400.00, \$300.00 less than the year previous. On account of the general financial conditions it has been deemed wise not to put into effect at this time an increased fee for tuition. The following table, however, will indicate the greatly increased amount of instruction given over ten years ago, when the present rate of tuition was adopted.

(See Table on following page.)



YEARS	PROFESSORS *			ASSOCIATE PROFESSORS			ASSISTANT PROFESSORS			LECTURERS			INSTRUCTORS			DEMONSTRATORS			ASSISTANTS			TOTAL			GRAND TOTAL
	Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		Clin. Subj.	Lab. Subj.		
1880-81	8	6								3	2				1				1	1		12	5		17
1881-82	11	7													1				1	1		11	9		20
1882-83	10	7													1				1	1		10	9		19
1883-84	10	7								1					1							11	8		19
1884-85	13	7								1					1				2	1		14	10		24
1885-86	12	7								1	1								1	1		13	10		23
1886-87	13	6								4	2				1				1	1		18	10		28
1887-88	13	6								4	1				2				1	1		20	11		31
1888-89	14	6								3					2				2	1		25	10		35
1889-90	14	6								3					3				3	10		28	9		37
1890-91	14	6								2	1				1				3	10		29	11		40
1900-01	13	6								3	1				5				4	12		35	11		46
1901-02	13	6								3	2				15				3	9		41	15		56
1902-03	13	6								2	2				17				5	12		45	15		60
1903-04	13	4								2	2				22				8	14		55	18		73
1904-05	13	5								2	1				23				7	14		56	15		71
1905-06	13	5								2	1				21				8	17		57	17		74
1906-07	13	7								2	1				5				22	9		63	23		86
1907-08	13	7								2	6				10				31	1		74	19		93
1908-09	13	7								6	3				12				34			80	18		98

\* Including Emeritus.

In last year's report it was pointed out how great the need was for improvement in the Department of Obstetrics, and at this time we can only emphasize what was stated at that time regarding the importance of developing this branch of instruction. During the year a few friends of the institution collected several hundred dollars for assistance in the out door dispensary for obstetrical work. I cannot do better than give in full a letter received from Dr. Bill, who has charge of that work during the year. This will give somewhat in detail an account of the work which has been accomplished in this direction in a single year, by the expenditure of a small amount of money. It also indicates that with the development of an Obstetrical Hospital in connection with the school, and the endowment of the Obstetrical Department, a sufficient amount of clinical material has already accumulated to fill a hospital of from twenty-five to fifty beds capacity, and to put this department upon an ideal basis.

DR. B. L. MILLIKIN, Kingmoore Bldg.

Dear Doctor Millikin:—

I take pleasure in sending you a report of the Maternity Dispensary as you requested. In regard to the expenditures during the past year the chief item has been the employment of the Visiting Nurse. The expense of employing the nurse from May 25th, 1908 to April 1st, 1909 was as follows:

Nurse's salary .....	\$521.67
Nurse's car fare.....	62.14
Supplies furnished by the Visiting Nurses	
Association .....	32.77
Total .....	<u>\$616.58</u>

The other expenditures were made by Lakeside Hospital and consisted of the printing of case record cards

(about \$15.00); the purchasing of a second obstetrical outfit, and the furnishing of the materials used at confinements. Donations have been made from several sources of a number of outfits of baby clothes and these have been distributed by the nurse where needed most.

In regard to what has been accomplished in increasing the work of this department a comparison of the last two years may be interesting. During the year ending January 1st, 1908 there were sixty confinements and sixty-one additional patients were visited during pregnancy. During the year ending January 1st, 1909 there were 246 confinements and 396 applicants were visited during pregnancy. The Visiting Nurse, who began her duties May 25th, visited and investigated 285 cases and made in all 1513 visits to January 1st, 1909. One and sometimes two students were in attendance at practically every case and made a certain number of post partum visits. My own efforts consisted, in addition to the confinements attended, in making, in round numbers, 1850 visits during the year. To give a further idea of the growth of the clinic there have been to date since January 1st, 1909, 114 confinements, and during the twelve months ending now, 320 confinements. According to this number we will have about 400 cases during 1909.

The members of the present Senior class have attended confinements altogether 290 times, an average of just 10 cases for each man. These have not been exactly evenly divided for several of the men who worked during vacations have had as many as 20 cases. There are, however, but 8 men in the class who have had less than 10 cases, and every effort has been made to give these men an equal share of the work. There is great difficulty in reaching some of the students and getting them out to the cases. This leads me to speak of what I consider our greatest *need at the present time*, that is a headquarters where ~~they~~ may stay during the time when they are on duty,

so that they may be easily reached and quickly respond to calls. In my opinion the ideal thing would be the Dispensary Headquarters of which we have talked, which would have a student's room in it and at the same time serve as a station where calls could be received and patients examined. If this cannot be established at present I would suggest that some arrangement be made for a students' room to be used throughout the year by two students at a time, each one in the class taking his turn. This would insure more prompt attendance at the cases which is very necessary and would also help in making a perfectly fair division of the cases among the students. Some such arrangement is really very imperative.

As to the amount required to carry on this work as planned an estimate would be as follows:—the nurse's salary during her second year, that is after June 1st will be \$70.00 per month or \$840.00 for the year. Car fare, estimated from the first months of this year will be about \$9.50 per month or \$114.00 for the year. The supplies for twelve months will be about \$40.00 making a total of \$994.00. Thus about \$1000.00 per year will be required for the expenses of the visiting nurse.

During the coming year we shall probably need a third obstetrical outfit, since we have on several occasions needed three outfits at one time. The cost of such an outfit is about \$30.00. Additional record cards will be needed during the coming year, the printing of which would cost \$15.00 or \$20.00.

To maintain a Dispensary Headquarters, including renting of a house, telephone service, heat, light, etc., would cost in the neighborhood of \$500.00 per year.

In case a Dispensary Headquarters is not established I sincerely hope that some arrangement may be made for a students' room with telephone service.

Very truly yours,

ARTHUR H. BILL.

At the close of the last school year a Curriculum Committee, consisting of seven members of the Faculty, was appointed for the purpose of studying the question of the improvement of the Medical curriculum of this institution. This Committee during the year has held a large number of meetings, has obtained information from every source possible regarding the best methods of teaching Medicine at this time, and will report by the end of the current year a general plan for carrying out their recommendations in this respect. The object is to develop a well balanced course of instruction which will accomplish most for the teaching of Medicine in this institution.

In the study of the subject by this Committee, it has been forced to the conclusion that practically the only way by which the teaching of Medicine can be put upon a thoroughly modern basis, is by raising an endowment fund which will enable the University to create heads of the various departments, to whom shall be paid such salaries for themselves and their assistants as will enable them to devote their time entirely to teaching and research work, and only consultation work in the line of practice.

This Faculty thoroughly believes that the Medical Department of Western Reserve should be able to expend at least \$100,000.00 a year for carrying on the work of the Medical Department, in order to be upon a basis as good as that of other first-class institutions in this country with which it is in competition. We believe, therefore, that steps should be taken by the friends of the University to raise such an endowment as will produce a proper fund for this purpose.

In November last, the H. K. Cushing Laboratory was formally opened, and since then has been in working operation and is equipped with apparatus and material for *carrying on the work* of the institution, under the direction

of Dr. George N. Stewart. For Dr. Stewart there has been created the position of Visiting Physiologist of Lakeside Hospital, the object being to bring into close relation this department of Experimental Medicine, with the Clinical work of the University. There can be no question that the organization of this department and its direct correlation with clinical work, means much for the development of scientific work in this University and community.

The graduates of this school continue to do themselves and us credit by passing State Board examinations, and by securing hospital posts after graduation. Of the 28 men who are candidates for graduation this current year, 27 have already secured hospital positions, and the other man is assured of a position. It probably can not be said of the graduates of any other school in America that 100% of its graduates in any one year have become resident physicians and surgeons in a hospital after graduation.

By unanimous vote of the Faculty late last year, and by vote of the Trustees the requirements for admission to the Medical Department of this institution are placed upon the same basis as those required for admission to the Medical Department of Harvard University. In studying the question of passing these requirements, the Faculty found that under the old plan there were only two or three individuals among the student body who could not meet these higher requirements and the institution was not receiving credit in the medical world for as high college standing for admission as was actually in effect. Therefore, these new requirements will go into effect with the beginning of the year 1910-11, as follows:

*ADVANCE OF REQUIREMENTS FOR ENTRANCE.*

TO BECOME EFFECTIVE 1910-11.

I. TIME REQUIREMENTS.

1. The requirement for *unconditional* entrance to the Medical Department of Western Reserve University shall be graduation from an approved college or scientific school granting the degree of A. B., B. S., Ph. B., Litt. B., (or equivalent) following the completion of a course of at least three collegiate years, and including all the subject requirements enumerated under II.

2. *Conditional* entrance will be granted upon the completion of the work of the Junior year in the course of an approved college or scientific school, enforcing a four year course, leading to the degree of A. B., B. S., Ph. B., Litt. B., (or equivalent degree), including the subject requirements enumerated under II, conditioned upon the student obtaining a baccalaureate degree before he enters the third year in the Medical Department of Western Reserve University.

3. Students who have obtained their academic training otherwise than in institutions conferring the above degrees (for instance, at foreign institutions of collegiate standing), may be admitted on presenting evidence, by acceptable credentials, or by examination, showing that their education is fully equivalent to that implied by a degree from an approved college or scientific school, including the subjects enumerated under II.

## II. SUBJECT REQUIREMENTS.

All candidates for admission under I. must show by examinations, or by acceptable credentials, that they possess such knowledge of Inorganic Chemistry, Physics, Biology and Latin, as may be obtained by satisfactory completion of the following courses:—

A. Inorganic Chemistry, including Qualitative Analysis, as represented by a course containing at least five actual hours per week through one collegiate year, of which at least one-third shall be laboratory work.

B. Physics as represented by a course of at least three actual hours per week for one-half collegiate year, of which at least one-third shall be laboratory work.

C. Biology (Botany or Zoology or a combination of these), as represented by a course of at least three actual hours per week for one-half collegiate year, of which at least one-third shall be laboratory work.

D. Latin of at least one year's work, as represented by Latin Grammar and the reading of four books of Cæsar, or equivalent.

Conditional entrance, however, may be granted to a student deficient in all of one of the requirements A, B, C and D, or in part of any two of them; but all such conditions shall be removed before the student shall be allowed to enter the second year class as a regular student.

Very respectfully yours.

B. L. MILLIKIN,  
Dean.



REPORT OF THE DEAN OF THE FRANKLIN T.  
BACKUS LAW SCHOOL.

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*To the President:*

During the past year there were enrolled in the Law School one hundred and thirty-five students. Of this number, one hundred and twenty-eight were regular students and seven were special students. Forty-four held college degrees, forty-three, including nine Adelbert seniors, had taken a partial college course, and forty-eight had received High School training. Of these students sixty-two are residents of Cleveland and seventy-three are residents of places other than Cleveland. During the year fifty lectures each week have been given, and of this number two-fifths have been given by resident instructors.

During the year Mrs. Franklin J. Dickman gave the School the law library of her husband, Hon. Franklin J. Dickman, lately deceased, who was formerly Chief Justice of the Supreme Court of Ohio. The gift of this library enabled the School to install an auxiliary library in the third year lecture room for the exclusive use of the third year class. While this auxiliary library relieved somewhat the crowded conditions in the library room, still there were times when the room was much too crowded for comfort and for effective work by the students. The need of additional space for library and reading room purposes is imperative, and the failure to supply this need will inevitably interfere with the growth and development of the school. A plan has been suggested whereby the addition to the school can be made in a series of units: The first unit would provide one-half of the stack room, the second unit would provide the other half of the stack room, and the third unit would provide a large room on the third floor that could first be used for library purposes and later for a large lecture room, while the fourth unit would provide

a large reading room that it is hoped the school will some day have. The cost of construction and equipment of the first unit would be in the neighborhood of \$10,000.00 and this unit would provide for the needs of the school until it shall have an enrollment exceeding two hundred students. In view of the present competition among law schools, including day schools, night schools, and correspondence schools, it will probably be several years before the enrollment of our school will exceed two hundred, and it is therefore unnecessary to make any plans at present providing for the second, third, and fourth units of the new building other than to make our plans in such a way that they may be added as soon as there are funds available for that purpose. In addition to the need of more space there is also a very serious need of more books, many more books than the income from the Mygatt Library fund can furnish. In times past our library was so much better than the libraries of most other law schools that it attracted to us a number of students who probably would not have come to us, but other schools are increasing their libraries and making them more efficient, and if we are to retain the rank that our library has heretofore had there should be expended for books in the next year or two not less than \$10,000.00.

Shortly before the coming of the recent financial depression we made a serious effort to raise funds sufficient to pay off the entire indebtedness of the school. About \$10,000.00 of the indebtedness was paid off and pledges aggregating about \$20,000.00 conditional upon raising sufficient funds to pay off the entire indebtedness were secured, but as we did not succeed in complying with this condition we have not asked any one to pay these pledges. The interest on this indebtedness aggregates about \$1,800.00 a year and if this indebtedness were discharged our funds

available for library and for teaching purposes would be increased by that amount.

The problem of securing resident instructors is a very serious problem, as it is exceedingly difficult to persuade men who have had experience in the practice of law and who are also qualified to teach law to give up their practice and devote all their time to the teaching of law. Then, too, the man who is really qualified to teach law can in the practice of law earn an income considerably greater than that received by the ordinary college professor in this part of the country, and the law school must expect to be required ultimately to pay salaries not less than \$3500.00 or \$4000.00 a year. The resident instructors that we now have are doing very satisfactory work but their present salaries are inadequate, and we cannot expect to keep them unless provisions shall soon be made to increase their salaries.

As has already been suggested, the competition among law schools is growing more intense every year and if our school expects to go forward it must be prepared to offer its students the best advantages in the way of building, library, and instructors. To do this it will be necessary for the school to secure a considerable amount of money during the next two or three years.

Respectfully submitted,

EVAN H. HOPKINS,  
Dean.

## REPORT OF THE DEAN OF THE DENTAL SCHOOL.

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### *To the President:*

I have the honor to submit the following report of the Dental School for the year 1908-09.

The number of students enrolled in each class was:

Seniors .....	22
Juniors .....	23
Freshmen .....	23
<hr/>	
Total .....	68

The past year has been a most successful one in every respect.

Over two thousand patients were treated in the clinic, and the cases presented and treated cover the whole field of dental practice thus backing up the theoretical training of the student with actual experience in the diagnosis and treatment of diseases and accidents of the teeth and oral cavity. While a small charge is usually made to cover the cost of materials, a large number of patients receive treatment free.

Up to date the department has graduated 366 students, a large number of whom have not only been successful practitioners, but have achieved high honor in the profession abroad as well as at home.

The Wilsonian Society, Delta Sigma Delta and Psi Omega are active in their respective channels, and are accomplishing much good for the students.

In the annual report for a number of years past the need of a new building for this department has been mentioned, and that need is even greater today than ever before.

It is earnestly hoped that within the next year plans will be made and carried out that will give us a building more suited to our needs, so that the good work which has been accomplished in the past may be increased through better facilities in the future.

We regret very much that Dr. T. J. McLernon, largely on account of ill health in his family, found it necessary to remove from the city. His resignation as Dean of the Faculty, was accepted at the beginning of the term.

Respectfully submitted,

EDWARD E. BELFORD,

Dean.

REPORT OF THE DEAN OF THE LIBRARY  
SCHOOL.*To the President:*

The year just closing, the fifth in the history of the Library School, shows increased strength along all lines of work, particularly in the course of study offered.

The enrollment for the year 1908-09 was 60, the largest the School has yet had. Of this number, 18 were regular students, 32 were special students, and 10 were apprentices from the Cleveland Public Library.

The regular students were drawn from the following states: Kentucky, Michigan, New York, Illinois, Iowa, Pennsylvania, and Ohio. The special students are largely from Ohio and are all from the staff of the Cleveland Public Library. Of the total number who entered the School, (60), 33 have had college work and 50 have had previous library experience.

The Faculty of the School has undergone the following changes during the year:—Miss Elizabeth Griffin, instructor in Bookbinding, resigned. During the Christmas holidays, Miss Bertha Barden, Assistant Instructor in Cataloging and Reviser, was obliged to give up her work for the rest of the year on account of ill health. Miss Barden was very efficient in her work and her withdrawal therefore was a great loss. The School, however, was fortunate in being able to fill the vacancy with Miss Thirza Grant, a graduate of the Library School and on the staff of the Cleveland Public Library, and with the co-operation of Miss Evans who carried the course in Subject Headings, the work of the year was carried through without interruption. At Easter time the school suffered another loss in the resignation of Miss Dorothy Henry as Secretary and Registrar. Miss Henry has been with the School practically from its beginning and has, through her ability in her work and her *fine* personality, been alike the friend and helper

of the Faculty and the students. Her going was attended with the greatest regret of the school.

While the general strengthening of the entire curriculum has been mentioned, particular changes in courses to be noted are: The Children's work originally comprised of ten lectures, has been increased to sixteen lectures, including the bulletin work which was formerly in the Library organization course. The cataloging course has also been strengthened by the special study made by Miss Barden in the libraries of Pittsburg, Cincinnati, and Louisville in regard to methods used there which would be useful in class instruction. An entirely new course offered this year was Typewriting. Extra typewriters were installed for the equipment and the practice periods (ten in number) were supervised by Miss Henry.

The school has had the pleasure of calls from several visiting librarians during the year, a factor which always brings much pleasure to the students and an added inspiration for their chosen work.

- The School was unusually well represented at the Ohio Library Association meeting at Cincinnati, in November, several members of the Faculty being present. Miss Wittlesey, the Director, represented the School at a meeting in January in Chicago, of the League of Library Commissions, and the Dean has visited and lectured at the following schools: Pratt Library School, Wisconsin Library School, and Drexel Library School.

A decided change was made this year in the Library School trip. This trip, heretofore taken to cities out of the state, was made to various small towns in Ohio, such as Oberlin, Elyria, Lorain, and Painesville, for the sake of bringing the students into touch with conditions surrounding small libraries.

Respectfully submitted,

WILLIAM H. BRETT,

Dean.

REPORT OF THE DEAN OF THE SCHOOL OF  
PHARMACY.

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*To the President:*

The past year has been in many respects the most important in the twenty-seven years of life of our school.

Opening on September 14th with the largest enrollment of students in our history: with the banner Freshman class of 46 members and total enrollment of 76, the year has been remarkable in the comparatively small number of students dropping out during the year, only six failing to remain to the end of the course.

Of course, the greatest event of the year was the signing of the Articles of Affiliation which made the School a part of the University. The beneficial influence of this affiliation was evident from the moment formal announcement was made to the students and throughout the year the stimulating effects of the association have been apparent in increased zeal, greater earnestness and broadening school spirit shown by the students.

The kindly reception given the new department by the other departments of the University, the friendly spirit shown our students by the other students of the University, the delightful afternoon spent by our trustees, faculty, and students at Adelbert and the College for Women, where everything was done to show us we are a part of the University,—all this has tended to make all connected with the School of Pharmacy determined to make our department worthy of the past traditions of the University.

The manifold activities of the University now open to our students, are bound to be of great cultural benefit to them. As most of our men now earn their livelihood while attending school there has not been much opportunity for participation, but in time this important phase of College training will leave its impress on our students.



In some ways, it was a matter of regret to the trustees and faculty of the School, that only six of our eleven Seniors could be recommended for the University degree, but we felt that the best method of showing our appreciation of immense benefits coming to us from the University affiliation, was by recommending only those who beyond any question are worthy of the honor of the diploma of the University.

For the same reason, promotion from lower to upper classes has been conducted under rigid standards, thus following past traditions of the School, whose large Freshman classes always shrink to carefully selected Junior and Senior classes.

Bright seems the future of the School of Pharmacy. The University affiliation has awakened much interest in pharmaceutical America and many of the inquiries coming from prospective students can be directly traced to University influence.

In fact an enrollment of 100 students now seems merely a matter of a few years.

This prospect emphasizes our greatest hindrance—the lack of adequate quarters—and it is earnestly hoped that by the next year our plans for a building may be carried into effect.

Respectfully submitted,

H. V. ARNY,  
Dean.

## REPORT OF THE LIBRARIAN OF ADELBERT COLLEGE.

I have the honor to submit the following report for the Library of Adelbert College for the year 1908-1909.

The funds available for the purchase of books, in addition to the unexpended balances of the previous year, were as follows: Appropriated in the budget, \$1,000; from fees for evening courses, \$500; a gift from Mrs. John Hay, \$250; special appropriation for Latin, \$200; special appropriation for German, \$200; fees from special examinations, \$183; for Political Science, \$1,000; for Sociology, \$1,000. In addition to the amounts listed above the sum of \$6,500 was paid for the library of Professor E. W. Morley.

The statistics of additions are as follows:

	BOOKS	PAMPHLETS
By gift .....	399	900
By purchase .....	5,258	
Total entered in accessions-book.....	5,657	
Volumes in library May 1, 1908.....	57,889	
Total .....	63,546	
Withdrawn from Kirtland Collection, 1909	12	
Total in library, May 1, 1909.....	63,534	

This number includes the Kirtland Collection of 2,148 volumes, deposited in the Biological Laboratory, but is exclusive of duplicates, unbound volumes of periodicals, and several thousand college catalogues, not entered in the accessions-book. We now have about 3,000 volumes of duplicates available for sale or exchange. Our pamphlet collection numbers approximately 14,000.

Following is a list of donors of books and pamphlets:

- |   |  |
|---|--|
| Adams, Henry.                                 | Atlanta University.                                  |
| Adelphi College.                              | Auburn Theological Seminary.                         |
| Alabama, University of.                       | Baltimore Woman's College.                           |
| Advocate of Peace (Publisher of).             | Bangor Theological Seminary.                         |
| Alfred University.                            | Barrows, S. J.                                       |
| Allaben, Frank.                               | Baylor University.                                   |
| Allegheny College.                            | Belgium—Royal Observatory.                           |
| Alma College.                                 | Beloit College.                                      |
| Ambler, H. L.                                 | Benton, E. J.  |
| American Academy of Medicine.                 | Berkeley Divinity School.                            |
| American Anti-Boycott Association.            | Berlin—Handelshochschule.                            |
| American Association for Labor Legislation.   | Berwerth, Fred.                                      |
| American Congregational Association.          | Bill, C. P.  |
| American Economist (Publisher of).            | Boston—Public Library.                               |
| American Humane Education Association.        | Boston Book Company.                                 |
| American Marathi Mission.                     | Bourland, B. P.                                      |
| American Museum of Natural History.           | Bourne, Mrs. E. G.                                   |
| American National Red Cross.                  | Bourne, H. E.  |
| American Negro Academy.                       | Bowdoin College.                                     |
| American School of Classical Studies in Rome. | Bradley, Charles.                                    |
| American School of Correspondence, Chicago.   | Bradley Polytechnic Institute.                       |
| American School of Metaphysics.               | Brigham Young College.                               |
| American University, Washington, D. C.        | Brooklyn Institute of Arts and Sciences.             |
| Amherst College.                              | Brown University.                                    |
| Andover Theological Seminary.                 | Brown, W. C.   |
| Antioch College.                              | Bryn Mawr College.                                   |
| Anti-Tuberculosis League, Cleveland.          | Buchtel College.                                     |
| Appeal to Reason (Publisher of).              | Burton, Senator T. E.                                |
| Arbuthnot, C. C.                              | California—Bureau of Labor Statistics.               |
| Arizona, University of.                       | California, University of                            |
| Armour Institute of Technology.               | Canada—Census and Statistics Office.                 |
| Association for International Conciliation.   | Canada—Geological Survey.                            |
| Association of Collegiate Alumni.             | Canada—Department of the Interior.                   |
| Athens (Greece)—National University.          | Canisius College.                                    |
|   | Capital University.                                  |
|   | Carleton College.                                    |
|   | Carnegie Foundation for the Advancement of Teaching. |
|   | Carnegie Free Library, Allegheny.                    |
|   | Carnegie Institution of Washington.                  |
|   | Cary, C. P.  |
|   | Case School of Applied Science.                      |
|   | Charity Organization Society of New York.            |

- Chicago—Bureau of Statistics and Municipal Library.  
 Chicago Theological Seminary.  
 Chicago, University of  
 Chicago & Northwestern Railway Co.  
 Chicago Railway News Bureau.  
 Cincinnati, University of  
 City College Quarterly Association.  
 Clark University.  
 Clarkson Memorial School of Technology.  
 Clemson Agricultural College of South Carolina.  
 Cleveland—Board of Public Service.  
 Cleveland—Public Library.  
 Cleveland—Waterworks Division.  
 Cleveland Associated Charities.  
 Cleveland Chamber of Commerce.  
 Cleveland Medical Journal Company.  
 Cleveland School of Art.  
 Colby College.  
 College Folio.  
 Colorado Fuel & Iron Co.  
 Colorado School of Mines.  
 Colorado, University of  
 Columbia University.  
 Committee of Twelve for the Advancement of the Interests of the Negro Race.  
 Confederate Museum, Richmond  
 Conference for Education in the South.  
 Connecticut—Bureau of Labor Statistics.  
 Connecticut—Tax Commission.  
 Cornell University.  
 Cox, R. L.  
 Creighton University.  
 Cumberland University.  
 Cummings, H. H.  
 Curtis, M. M.  
 Curtis, W. E.  
 Cushing, H. P.  
 Dartmouth College.  
 Dental Summary (Publishers of).  
 Denison University.  
 DePauw University.  
 Depew, Chauncey M.  
 Detroit College.  
 District of Columbia—Public Library.  
 Doane College.  
 Drake University.  
 Drew Theological Seminary.  
 Drexel Institute—Library School  
 Drury College.  
 Egypt Exploration Fund.  
 Elmhurst College.  
 Emory and Henry College.  
 Energy (Publishers of).  
 Episcopal Theological School.  
 Evanston Academy.  
 Federation of the Jewish Charities of Cleveland.  
 Finance (Publishers of).  
 Findlay College.  
 Fisk University.  
 Florida—Agricultural Department.  
 Florida—University of the State of.  
 Folsom, Moses.  
 Fordham University.  
 Foster, Burnside.  
 Fowler, H. N.  
 Franklin & Marshall College.  
 Friends' General Conference.  
 George Washington University.  
 Georgia Geological Survey.  
 Ginn & Company.  
 Green, Samuel A.  
 Gruener, H.  
 Guardian Savings & Trust Co., Cleveland.  
 Gustavus Adolphus College.  
 Habana, Universidad de la  
 Hallock School, Great Barrington, Mass.  
 Hamline University.  
 Hampton Normal & Agricultural Institute.  
 Hanna Monument Association.  
 Haring, H. A.  
 Harrassowitz, Otto.  
 Harris, A. L.  
 Harris, Charles.  
 Hartford Theological Seminary.

- Harvard University.  
 Haupt, Rudolf.  
 Haverford College.  
 Hawaii Promotion Committee.  
 Hebrew Union College.  
 Heidelberg University, Tiffin.  
 Hellenic Herald (Publisher of).  
 Herald of Peace (Publisher of).  
 Herald of the Golden Age (Publisher of).  
 Herrick, F. H.  
 Hillsdale College.  
 Hiram College.  
 Hobart College.  
 Hoepli, Ulrich.  
 Holyoke Public Library.  
 Hull House, Chicago.  
 Hunt, J. B.  
 Hurley, T. D.  
 Illinois—Bureau of Labor Statistics.  
 Illinois Manufacturers' Association.  
 Illinois, University of.  
 Illinois Wesleyan University.  
 Immigration (Publisher of).  
 Indiana—Public Library Commission.  
 Indiana University.  
 International Bureau of American Republics.  
 International Prison Commission  
 Iowa—Geological Survey.  
 Iowa—State Library.  
 Iowa—State University.  
 Iowa Wesleyan University.  
 Janet, Charles.  
 Jewish Theological Seminary.  
 John B. Stetson University.  
 John Carter Brown Library.  
 John Crerar Library.  
 Johns Hopkins University.  
 Kansas—Auditor.  
 Kansas, University of.  
 Kentucky, University of.  
 Knox College.  
 Lafayette College.  
 Lake Erie College.  
 Lake Forest University.  
 Lake Mohonk Conference on International Arbitration.  
 Lakeside Hospital.  
 Lake Mohonk Conference of Friends of the Indians.  
 Lane Theological Seminary.  
 Lawrence University.  
 Leipzig University.  
 Leland Stanford Junior University.  
 Leland University.  
 Lewis Institute.  
 Liberty (Publishers of).  
 Lloyd & Cheney.  
 Loubat, Joseph, Duc de  
 Louisiana State University.  
 Lowell Observatory.  
 Ludlow, A. C.  
 Macalester College.  
 Maine—Bureau of Industry & Labor Statistics.  
 Maine University.  
 Mallison, A. G.  
 Manila—Bureau of Science.  
 Manila University of Santo Tomas.  
 Marietta College.  
 Maryland—Bureau of Statistics.  
 Maryland—Weather Service.  
 Massachusetts—Board of Health  
 Massachusetts—Bureau of Statistics and Labor.  
 Massachusetts — Secretary of State.  
 Mather, Mrs. Samuel.  
 Matteawan State Hospital.  
 Meadville Theological School.  
 Merck, E.  
 Miami University.  
 Michigan—Bureau of Labor.  
 Michigan College of Mines.  
 Michigan Farmer.  
 Michigan, University of  
 Middlebury College.  
 Mills, Rev. C. S.  
 Mills, J.  
 Mills, J. G.  
 Minneapolis—Public Library.  
 Minnesota, University of.  
 Missionary Herald (Publisher of).  
 Missouri, University of.  
 Morley, E. W.  
 Mount Holyoke College.  
 Mount Union College.

- Muhlenberg College.  
 Musician (Publisher of).  
 Nakashima, Rikizo.  
 Nashville, University of.  
 National American Woman Suffrage Association.  
 National Civic Federation Review.  
 National Conference of Charities & Correction.  
 National Educational Association.  
 National League for the Protection of the Family.  
 Nebraska—Bureau of Labor Statistics.  
 Nebraska, University of.  
 Nevada, University of.  
 New England Historical & Genealogical Society.  
 New Jersey—Geological Survey.  
 New Jersey—State Library.  
 New Jersey—Bureau of Statistics.  
 New Mexico, University of.  
 New York (state).  
 New York—Labor Department.  
 New York—State Library.  
 New York, University of the State of.  
 New York Baptist Union for Ministerial Education.  
 New York Civil Service Reform Association.  
 New York State Bar Association.  
 New York State Conference of Charities and Correction.  
 New York University.  
 New York University Club.  
 New Zealand—Registrar General.  
 North Carolina—Bureau of Labor.  
 North Carolina, University of.  
 North Dakota Magazine (Publisher of).  
 North Dakota, State University & School of Mines.  
 North German Lloyd.  
 Northwestern University, Evanston.  
 Northwestern University Academy.  
 Northwestern University, Watertown.  
 Norton, G. W. J.  
 Notre Dame, University of.  
 Oberlin College.  
 Ohio—Board of Health.  
 Ohio—Board of State Charities.  
 Ohio—Bureau of Labor Statistics.  
 Ohio—Dairy & Food Commissioner.  
 Ohio—State Board of Medical Registration.  
 Ohio—State Library.  
 Ohio—State University.  
 Ohio Association News (Publisher of).  
 Ohio Teacher (Publisher of).  
 Ohio University.  
 Ohio Wesleyan University.  
 Olivet College.  
 Otis, Philo A.  
 Otterbein University.  
 Pacific Dental Gazette (Publisher of).  
 Pacific Medical Journal (Publisher of).  
 Pacific Theological Seminary.  
 Paris (France), Académie de.  
 Paris (France), Université de.  
 Pierce School, Philadelphia.  
 Pennsylvania College for Women.  
 Pennsylvania State College.  
 Pennsylvania, University of.  
 Perkins Institute for the Blind.  
 Phi Beta Kappa Society.  
 Philippine Civil Service Board.  
 Phillips Academy, Andover.  
 Phillips Exeter Academy.  
 Platner, S. B.  
 Polytechnic Institute of Brooklyn.  
 Pomona College.  
 Pope, P. M.  
 Potwin, L. S.  
 Pratt Free Library.  
 Pratt Institute, Brooklyn.  
 Presbyterian College of South Carolina.

- Princeton University.  
 Providence Public Library.  
 Purdue University.  
 Queen's College & University,  
     Kingston, Canada.  
 Radcliffe College.  
 Raymond, G. L.  
 Religious Education Association.  
 Republican State Executive  
     Committee of Ohio.  
 Reserve Weekly Board.  
 Rhode Island—Bureau of Indus-  
     trial Statistics.  
 Rhode Island Normal School.  
 Ripon College.  
 Robertson, James A.  
 Rochester Theological Seminary  
 Rochester, University of.  
 Rockford College.  
 Rollins College.  
 Rostock, Landes-Universität von  
 Rutgers College.  
 St. Benedict's College.  
 St. Charles College.  
 St. Ignatius College, Chicago.  
 St. Ignatius College, Cleveland.  
 St. Ignatius College, San Fran-  
     cisco.  
 St. John's College.  
 St. Louis University.  
 St. Paul College of Law.  
 St. Paul's School.  
 St. Xavier College.  
 Santa Clara College.  
 Schaffner, M. A.  
 Schiller-Goethe Denkmalverein,  
     Cleveland.  
 School of Mining, Kingston,  
     Ontario.  
 Servian University, Belgrade.  
 Severance, L. H.  
 Seymour, Mrs. T. D.  
 Shedd, J. C.  
 Shonts, Theodore P.  
 Shorthouse, Mr.  
 Simmons College, Abilene,  
     Texas.  
 Simmons College, Boston, Mass.  
 Sinks, Albert E.  
 Smith College.  
 Smith, E. S.  
 Smithsonian Institution.  
 Somerville Public Library.  
 South Carolina—Secretary of  
     State.  
 South Dakota, University of.  
 South Park Commissioners,  
     Chicago.  
 Southern California, University  
     of.  
 Spring Hill College.  
 Starling Ohio Medical College.  
 Stearns, F. P.  
 Still College.  
 Swarthmore College.  
 Syracuse Public Library.  
 Syracuse University.  
 Tabor College & Academy.  
 Technology Review (Publisher  
     of).  
 Tennessee—Bureau of Labor  
     Statistics.  
 Teubner, B. G.  
 Texas, Agricultural & Mechan-  
     ical College of.  
 Texas, University of.  
 Theosophical Quarterly (Pub-  
     lisher of).  
 Thwing, President Charles F.  
 Toledo—Public Library.  
 Toledo University—Medical Col-  
     lege.  
 Toronto, University of.  
 Tower, O. F.  
 Townsend, Elizabeth Ellen.  
 Tufts College.  
 Tulane University of Louisiana.  
 Union Theological Seminary.  
 United States Government.  
 United States—Library of Con-  
     gress.  
 United States Brewers Associa-  
     tion.  
 United Trades & Labor Council,  
     Cleveland.  
 Unity (Publisher of).  
 Uruguay (government).  
 Uruguay—Dirección General de  
     Estadística.  
 Utah, University of.  
 Vanderbilt University.  
 Vassar College.  
 Vermont, University of.

nia—Bureau of Labor.	Washington University Association.
nia Medical College of hmond.	Wesleyan University.
nia Polytechnic Institute.	West Virginia University.
nia, University of.	Western College for Women.
nia, University of—College Medicine.	Western Reserve University— Library School.
ection Reform Society.	Western Theological Seminary.
ish College.	Westminster College.
, Mrs.	White, John G.
: Forest College.	Whitman College.
en University.	Williams College.
s, Mary S.	Wisconsin—Civil Service Com- mission.
burn College.	Wisconsin—Free Library Com- mission.
ington—State Board of Commissioners.	Wisconsin—Tax Commission.
ington—State Library.	Wisconsin, University of.
ington, University of.	Wittenberg College.
ington & Jefferson College.	Wooster, University of.
ington University, St.	Wyoming, University of.
is.	Yale University.

ie year's experience strongly emphasizes the need of idowment for the library. Aside from Political Science, ology, German and Latin, all of which departments, special funds, the departments were entirely without y for the purchase of current books, if we except as had small balances remaining from last year's appro- ion. The amount appropriated in the budget, \$1,000, devoted entirely to defraying the cost of our subscrip- to periodicals. The additional \$750, which we were to use for general purposes, was needed to carry the nuations of departments whose funds were exhausted. ir serials now number 339, and of these 254 are pur- d. It may be of interest to record here the number erials received by the libraries of the University from h we were able to obtain figures. The list is as follows: bert College, 339; College for Women, 52; Medical ege, 72; Library School, 80, including bulletins of ries and library commissions; Law School, 9; total for epartments reporting, 552. There are some duplicates is list, but the proportion is not large.



As has been suggested above, the additions to most of the departments have not been up to the average, and Political Science, Sociology, German, Latin, and Chemistry have fared best. A few additions of note are the following: Der neue deutsche Merkur, 1800-1809, to complete our set; Hitzig & Häring—Das neue Pitaval, 60 volumes; Hart's American Nation, 27 volumes; Catalogue of the London Library, 5 volumes; Royal Commission on Historical Manuscripts, Reports 1-16 and Appendices, 108 volumes; Revue Philanthropique, 22 volumes; Revue du Droit Public, 25 volumes; Ohio Supreme Court Reports, 97 volumes; Great Britain—Parliamentary Debates, 1894-1908, 172 volumes, to complete our set. More fragments of papyri were received as a gift from the Egypt Exploration Fund.

A gift of peculiar interest and value is that of the collection of catalogues, pamphlets, programs, and leaflets relating to Western Reserve College and Western Reserve University, gathered by the late Professor Thomas Day Seymour, and presented to this library by Mrs. Seymour.

The most important event of the year was the acquisition of the library of Prof. E. W. Morley. This library, consisting of 2,530 volumes, of which 2,108 are periodicals, was catalogued and made ready for use during the Christmas and Easter vacations. We append a list of the periodicals in this valuable collection:

Allgemeines Journal der Chemie, 1798-1803, *continued as*  
Neues allgemeines Journal der Chemie, 1803-1806, *continued as*  
Journal für Chemie und Physik, 1806-1833.  
American chemical journal, 1880 to date.  
American chemist, 1871-1877.  
Annalen der Chemie und Pharmacie (Justus Liebig's), 1832-1904.  
Annalen der Physik (Gilbert), 1799-1824, *continued as*  
Annalen der Physik und Chemie (Poggendorff), 1824-1877. *Library owns continuation.*  
Annales de chimie et de physique, 1790 to date.  
Annals of philosophy, 1813-1826.

- Arcueil (France)—Société d'Arcueil. Mémoires de physique et de chimie, 1807-1817.
- Berzelius' Jahresbericht über die Fortschritte der physischen Wissenschaften, *continued as*
- Berzelius' Jahresbericht über die Fortschritte der Chemie und Mineralogie, *continued as*
- Berzelius & Svanberg's Jahresbericht über die Fortschritte der Chemie.
- Bibliotheca chemica, ed. by Zuchold & Ruprecht, 1859-1872.
- Chemical gazette, 1843-1859.
- Chemical news, 1860 to date.
- Chemical society of London. Journal, 1849 to date.
- Chemical society of London. Memoirs and proceedings, 1843-1848.
- Chemisches Zentralblatt, 1856 to date. *Continuation of*
- Chemisch-pharmaceutisches Centralblatt, 1850-1855. *Continuation of*
- Pharmaceutisches Centralblatt, 1830-1849.
- Crell's Chemisches Journal, 1778-1781.
- Crell's Neueste Entdeckungen in der Chemie, 1781-1786.
- Crell's Chemisches Archiv, 1783, *continued as*
- Crell's Neues chemisches Archiv, 1784-1791.
- Crell's Chemische Annalen, 1784-1803.
- Crell's Beiträge zu den Chemischen Annalen, 1786-1799.
- Deutsche chemische Gesellschaft. Berichte, 1868 to date.
- Edinburgh journal of science, 1824-32.
- Gazzetta chimica italiana, 1883-1904.
- Institut de France—Académie des sciences. Comptes rendus hebdomadaires des séances, 1835 to date.
- Jahrbuch der Chemie, hrsg. von Richard Meyer, 1891-1898, 1902-1906.
- Jahresbericht über die Fortschritte auf dem Gebiete der reinen Chemie, 1873-1881.
- Jahresbericht über die Fortschritte der Chemie, 1857-1898. *Continuation of*
- Jahresbericht über die Fortschritte der reinen, pharmaceutischen und technischen Chemie, 1847-1856.
- Journal für die praktische Chemie, 1834-1897. *Continuation of*
- Journal für technische und ökonomische Chemie, 1828-1833.
- Journal of analytical and applied chemistry, 1887-1893.
- Journal of natural philosophy, chemistry and the arts (Nicholson), 1797-1802.
- Kritische Zeitschrift für Chemie, Physik und Mathematik, 1858-60. *Continued as* Zeitschrift für Chemie. *See below.*
- Magazin für Pharmäcie, 1823-1831.
- Monatshefte für Chemie und verwandte Theile anderer Wissenschaften, 1880 to date.

Naturae novitates, 1879-1905.

Recueil des travaux chimiques des Pays-Bas et de la Belgique, 1882-1903.

Répertoire de chimie appliquée, 1859-63.

Répertoire de chimie pure, 1859-1862.

Société chimique de Paris. Bulletin, 1858-1904.

Zeitschrift für analytische Chemie, 1862-1903.

Zeitschrift für anorganische Chemie, 1892 to date.

Zeitschrift für Chemie, 1865-1871. *Continuation of Kritische Zeitschrift für Chemie, for which see above.*

Zeitschrift für Elektrochemie, 1894-1904.

Zeitschrift für Instrumentenkunde, 1881-1907.

Zeitschrift für physikalische Chemie, Stöchiometrie und Verwandtschaftslehre, 1887 to date.

Zeitschrift für physiologische Chemie (Hoppe-Seyler), 1877-1905.

During the summer of 1908 closed cases were constructed in the bay of the main stackroom for the shelving of volumes which, for one reason or another, cannot be left on the open shelves, and at the same time wooden cases, with a capacity of about 18,000 volumes, were set up in the basement of the west wing, for the shelving of duplicates, unbound numbers and volumes of periodicals, pamphlets, and serials awaiting binding. These additions to our cases have afforded a much needed relief. More shelving is urgently needed now.

Throughout the year the library has been open from 8 a. m. to 5:30 p. m. daily, including the months of the summer vacation, and to accommodate the evening courses it has been open from 7 to 9:30 p. m. on Mondays, Tuesdays, Thursdays and Fridays, during the college year. We regret that we cannot report an increased use of the building in the evening by the undergraduates, but we feel sure that an improved lighting system would promote a decided increase in such use.

The needs of the library remain the same as in previous years, namely, a regular and increased income for the purchase of books and periodicals, and for binding; additional

help in the work of the library; and more room for the storage of books and for seminar work.

It seems fitting to record here our sense of the loss sustained in the death of our friend and benefactor, Mrs. Samuel Mather. Every department has benefited greatly by her generosity. To her aid we may trace, in large measure, the beginnings of growth in this library, and to her is due, also in large measure, credit for much of the progress we have been able to make since.

Respectfully submitted,

E. C. WILLIAMS, Librarian.

## REPORT OF THE LIBRARIAN OF THE COLLEGE FOR WOMEN.

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### *To the President:*

The current year has been one of steady progress rather than of great growth in any particular direction.

A beginning was made in the instruction of students in the use of the library, when, in December, the librarian was given the regular recitation hours of two English classes (including practically all the Freshmen and Sophomores). The hour was spent by these classes in the library. In the Freshman class the talk was followed up by a theme. The librarian has tried to continue the teaching by giving assistance to the individual student on all possible occasions. Brief as was the time given to the subject, we feel it has been a decided gain. Next year it is hoped that much more in the same line can be done.

The Latin Department has added much good working material this year. Among these books may be mentioned: Gusman—Pompei; Holmes Cæsar's Conquest of Gaul; Plautus—Mostellaria, ed. by Ramsay; Greenidge—Legal Procedure in Cicero's Time; Judson—Cæsar's Army; Horace—Horace, ed. by C. L. J. C. Dana; Arnold—Studies of Roman Imperialism.

A few of the books added to the History Department may be noted: France—Vie de Jeanne d'Arc, 2 v; Tilden—Letters and Memorials, 2 v; Gairdner—Lollardy and the Reformation in England, 2 v; Kircheisen—Bibliographie du Temps de Napoléon, v. 1; Lanzac de Laborie—Paris sous Napoléon, 5 v; Malet—Historie Contemporaine; Rousseau—Régne de Charles III d'Espagne, 2 v; Oman—History of the Peninsular War, v. 1-3; Jaurès—Historie Socialiste, v. 1-5; Vernon—Italy, 1494-1790.

Sociology and Political Science have both added a few

titles, but more are needed. It is a question however how much duplication there should be of titles already in Adelbert College Library. Many books are needed in Philosophy and duplicates must often be bought now in English. For the first time a few non-technical books on physical education have been bought, and while their use has not been extensive we feel it has been quite sufficient to justify further moderate expenditure in this line.

Case Library very kindly maintained a reserve shelf for a course in the English Essay during the first semester.

We are again under obligation to Miss Mabel S. Boardman for her kindness in continuing to send us Goethe's Werke in the Weimar edition. Three volumes have been received during the current year.

The Library now numbers 6934 volumes. During the year 533 bound volumes and 8 pamphlets have been added; of these, 49 volumes were added to the Florence Harkness Biblical Library.

Following is the list of donors:

Boardman, M. S.

Bourne, H. E.

Cleveland Chamber of Commerce.

Folio Board '07-8.

Fowler, Mrs. H. N.

Hodge, Col. O. J.

Hulme, W. H.

Myers, C. L.

Raymond, G. L.

La Société Française.

Townley, Luella.

Tracy, Mrs. J. J.

Respectfully submitted,

CAROLINE E. WATERS,  
Librarian.

REPORT OF INSTRUCTOR OF PHYSICAL TRAIN-  
ING AND DIRECTOR OF THE ADEL-  
BERT GYMNASIUM.

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*To the President:*

As Instructor of Physical Training and Director of the Gymnasium, I have the honor of making a report for the academic year 1908-1909.

The physical examination of Freshmen disclosed four men with serious physical defects requiring them to be excused from the gymnasium work. The examination of candidates for athletic teams disclosed two cases which necessitated forbidding athletic participation. In these cases athletic competition, in all probability, would have resulted in irreparable injury. The value of these examinations is shown repeatedly.

In addition to the Freshmen who are required to attend gymnasium classes, forty-five upper classmen, twenty-two from the Law Department, thirteen from the Dental, and four from the Medical Department made regular use of the gymnasium privileges.

During the past year regular classes were offered in the forenoons, in addition to afternoon classes. As a result, many took the work who would have been excused owing to outside work. The aim of the department being to reach every student possible, the schedules are being made as elastic as possible, in order to adjust themselves to the schedules and leisure of the individual student. In this way students will make use of the facilities at their odd times and receive proper credit.

The needs of the Department of Physical Training are two—both very pressing and urgent. The greatest need is a new gymnasium, adapted to the conducting and handling of the physical training of a modern college. Such a

gymnasium should have a liberal floor space, not all in one large floor, but divided so that more than one sort of activity can be conducted at a time. One floor should be of such dimensions as to accommodate classes of average size. A second floor should be large enough to conduct the practice of various teams and be so arranged as not to interfere with the floor for class work. Besides these large floor spaces, facilities should be provided for individual exercising such as wrestling, boxing, etc., through the provision of rooms equipped for these purposes.

Through these means students would be enabled to do voluntary exercise without interfering with regular classes and at times convenient to their schedules and leisure. Again, such a division of the floor space would allow of the developing of inter-class contests in games and athletics, and permit the practicing for the same without interfering with the regular required physical training.

Any modern gymnasium should include in its equipment a good-sized swimming pool with appliances for teaching swimming. Proficiency in this art should be, then, required of all taking the work of the department.

The second need of the department is an increased space for the out-of-door sports. The present athletic field is used by the Varsity teams the greater part of the afternoon. When not so used it is rented to the High Schools for their games. The revenue derived from such rentals is used to keep the field and fences in proper repair. If added space could be obtained, inter-class contests and games could be promoted, so that, instead of only one Varsity team in a sport, we could have every student in the University playing on a team with some system and regularity. Every man in the University would obtain athletic training instead of the few who do at present.

At present the Department has but a nominal relation to the Athletic Association. Beyond the examination and



passing on the physical condition of the men and their using the facilities of the Department,—this they can do as students and individuals, irrespective of athletic affiliations,—the Department has no direct relation. Were the graduate manager of athletics any other person than the director of physical training this nominal relation would be more evident. There are two separate offices embodied in one person—one, a college office, the other, the office of a representative and executive officer of a student organization. The college should have entire oversight and control of its athletics and teams. If it does not believe in athletics and inter-collegiate contests, these should be abolished. If it does believe in them, it should not leave the control of them so much in the hands of a separate organization. The evils of our athletic system have arisen because of just this condition.

If the college would assume entire control of all athletics, making them a definite part of the department of physical training, selecting and employing all coaches, managers, etc., and assuming all the financial responsibilities of inter-collegiate sports, these evils would fast disappear and our games would be conducted on a more sane basis.

Inter-collegiate athletics, I feel, must always be a vital part of our physical training as they stand for much that is involved in the highest ideal of a college man. Dr. Nichols, medical supervisor of the Harvard athletic teams, in a recent address sums this up in the following way: "I believe that competitive athletics develop courage, tenacity, a sense of fair play, coordination, self-sacrifice, the control of men, business principles and power, and these to a very high degree in many cases, and that the good far outweighs the detrimental publicity, extravagance, physical energy and excessive work, the evils of the coaching system *and the distortion of values*. Especially is this so, since *the evils* seem to me controlable; the extravagance by

removal of the money which makes it possible; the excessive work and energy by adequate medical supervision; the coaching evils by abolition of the system and the distortion of relative values by changes in the points of view of parents and by increased requirements of work by faculties."

Respectfully submitted,

E. VON DEN STEINEN,  
Director.

## REPORT OF DIRECTOR OF GYMNASIUM OF THE COLLEGE FOR WOMEN.

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### *To the President:*

The action taken last Fall by the Faculty of the College for Women, whereby students excused from regular work in the gymnasium are required to substitute walking as an equivalent and register for walking, has been a great help to the Department. These students instead of being excused and dropping away from the supervision of the Director, have been made to feel that they are as carefully looked after as they would be if taking the regular work, and also that exercise is essential to health. These students in the Freshman class have been examined this spring and five of the seven examined have gained in strength and are in better condition than when entering college.

The number of permanent excuses has been greatly reduced.

The year's work has been divided into three terms: the Fall and Spring terms for out-of-door work, and the Winter term, from November first to Spring recess, for gymnasium work. We are hoping to increase the number of out-of-door sports. Walking trips have been enjoyed this Spring and we are hoping to have a tennis tournament.

An Athletic Association has been organized this year. This Association with the help of the College is furnishing the room in the gymnasium above the Director's office as the headquarters for the Association.

A demonstration of the work done during the winter term was given the evening of April 5th. This innovation was a suggestion from the students.

Lectures on personal hygiene are given by the Director to all classes. Owing to the pressure of work at the time these were prepared they were not as comprehensive as we hope to make them next year.

We have every reason to feel encouraged by the interest in and enthusiasm for the work shown by the students, and feel that these things in a large measure are due to the beautiful building in which we work.

The following tabular statements cover the work of the year:

Freshmen and Specials examined in Fall..	80	
Sophomores examined in Fall.....	11	
Juniors examined in Fall.....	10	
		101
Freshmen examined, second semester....	7	
Sophomores examined, second semester..	1	
Seniors examined, second semester.....	6	
		14
Freshmen re-examined in Spring.....		59
Freshmen improved .....	57	
Freshmen lost .....	2	
Sophomores re-examined in Spring.....		28
Sophomores improved .....	22	
Sophomores lost .....	5	
Sophomores remaining same .....	1	
Total number re-examined .....		87
Total number improved.....		79
Students taking required work in the gymnasium (Sophomores, Freshmen and Specials) .....	95	
Juniors Making up work .....	3	
Students excused permanently.....	23	
Students walking instead of regular work	21	
Students withdrawn from College.....	18	
Total number of students required to report to the Department.....		160

Upper classmen taking work.....	7
Art students .....	3
Seniors and Juniors playing basket-ball..	14
Sophomores playing basket-ball .....	8
Freshmen playing basket-ball.....	18
Classes, 17 per week. Basket-ball hours, 3.	

Respectfully submitted,

EVA G. MAY,  
Director.



**This book is under no circumstances to be  
taken from the Building**

[illegible]





